Implementation of Child-Friendly School: Analytical Study

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Abstract

Background - Education is a conscious effort to develop the potential of students optimally. The purpose of education is to create someone who is qualified and has character so that they have a broad view of the future to achieve an ideal that is expected and are able to adapt quickly and appropriately in various environments.

Purpose - The purpose of this research is to describe the implementation of child-friendly school (SRA) at SMK Negeri 1 Petarukan has attempted to fulfill the components of SRA, namely the SRA policy as a form of commitment to realizing SRA, the implementation of a child-friendly and enjoyable learning process so as to minimize the occurrence of violence and discrimination, child-friendly and non-dangerous facilities and infrastructure, participation of children, parents, community organizations, and the business world in the implementation of SRA at SMK Negeri 1 Petarukan.

Method/approach - This mini research was conducted using a descriptive qualitative approach with a case study design. Data collection was carried out through observation, interviews and documents studies at SMK Negeri 1 Petarukan related to the implementation of child-friendly school.

Findings - Based on data and findings from SMK Negeri 1 Petarukan, the following is a discussion about the implementation of child-friendly school at SMK Negeri 1 Petaruka. There are six components developed in child-friendly school. The six components are: (1) Child-friendly school policies; (2) Education and education personnel trained in children's rights; (3) Implementation of a child-friendly learning process; (4) Child-friendly school facilities and infrastructure; (5) Child participation; (6) Participation of parent, alumni, community institutions and the business world.

Conclusions – This research proposes innovations teaching methods and school environments that create safe, comfortable and enjoyable learning atmosphere for all students, including those with special needs.

Novelty/Originality/Value - Conclusions - The novelty of the Child-Friendly School (SRA) research on the teaching and learning process that emphasizes the fulfillment of children's rights, justice and protection from violence in schools.

Keywords: Implementation; Child-friendly school; learning process

INTRODUCTION

The Big Indonesian Dictionary (KBBI), school is a building or institution used for learning and teaching activities, a place to receive and to give lessons according to their level of education. A school is a place where students receive education. Schools that are able to provide proper services not only to students who are the objects of education recipients, but also to the community show that the school is a good school. Education is a conscious effort to develop the potential of students optimally. The purpose of education is to create someone who is qualified and has character so that they have a broad view of the future to achieve an ideal that is expected and are able to adapt quickly and appropriately in various environments.

One of the programs initiated by the government is the child-friendly school program. Law No. 35 of 2014 concerning Child Protection has been mandated, which reads "Every child has the right to receive protection in educational units from sexual crimes and violence committed by educators or other parties". There are three main principles in the child-friendly school program, namely: (1) Child-centered, meaning that various decisions in education are based on the interests and safety of children. Children are seen as active learners and need a healthy and safe learning environment. (2) Democratic participation, children and parents play a role in making decisions regarding the form and substance of education that will be carried out. (3) Inclusivity, meaning that children have the right to equal access to education, regardless of gender, physical condition and background of students (Wati, et al, 2021).

Regulation of the Minister of Women's Empowerment and Child Protection (KemenPPPA) Number 7 of 2024 concerning Standard for Child-Friendly Special Protection Institutions. This law regulates child-friendly school standards, which include policies, learning processes, educators and education personnel, community facilities and infrastructure, child participation and participation of parents and institutions. Fauziati, et al., (2021) stated that according to UNICEF, Child-Friendly Schools (SRA) are schools that are safe, clean, healthy, green, inclusive and comfortable for the physical, cognitive and psychosocial development of girls and boys including children who need special education or special service education. Meanwhile, the Convention on the Rights of the Child as a whole formulates 3P for implementing a child-friendly school program, namely Provision, Protection, and Participation. To find out the implementation of child-friendly school in an educational institution, researchers will conduct mini-research at the Petarukan 1 Vocational High School or SMK Negeri Petarukan Pemalang Regency.

The learning can be done using various approaches, strategies, methods and models that are in according to with the characteristics of the competencies that must be learned as to create interactive, inspiring, fun, challenging learning, and motivate students to participate actively, and provide sufficient space for initiative, creativity, independence according to talents, interests, adolescence and physical and psychological development of students. Students are directed to find various facts themselves, build new concepts and values independently and understand aspects of digital consumer behavior. The learning models that can be used include Project-Based Learning, Teaching Factory, Discovery-Based Learning, Problem-Based Learning, Inquiry-Based Learning, or other models and relevant methods.

Based on the background that has been described, this study formulates several main questions:(1) How is the implementation of child-friendly school in SMK Negeri 1 Petarukan? (2) What is the impact of the implementation of child-friendly school in SMK Negeri Petarukan?, This study aims to: (1) Describe the implementation of child-friendly school in SMK Negeri 1 Petarukan. (2) Identify the impact of the implementation of child-friendly school in SMK Negeri 1 Petarukan. This research is useful both theoretically and practically. (1) Theoretically (scientific), the research is the result of analysis and descriptive process on the implementation of child-friendly school in SMK Negeri 1 Petarukan. It can be used as a theoretical basis in the development

of further research. (2) This research is useful both theoretically and practically. Theoretically (scientific), this research is the result of analysis and descriptive process on the implementation of child-friendly school in SMK Negeri 1 Petarukan. It can be used as a theoretical basis in the development of further research.

METHODS

This mini research was conducted using a descriptive qualitative approach with a case study design. Data collection was carried out through observation, interviews and documents studies at SMK Negeri 1 Petarukan related to the implementation of child-friendly school. That qualitative research is research used to examine natural objects. Qualitative methods are used to obtain in-depth data, meaningful data, real data and definite data. Qualitative research has characteristics, namely, first, it is carried out in natural conditions, directly to the data source where the researcher is the key instrument. Second, the research is more descriptive, the data collected is in the form of words or images so that it does not emphasize numbers.

In qualitative interview, the researcher can conduct face-to-face interview with participants, interview them by telephone or engage in focus group interview (interview in certain group) consisting of six to eight participants every group. The qualitative observation is an observation in which the researcher goes directly to the field to observe the behaviours and the activities of individual at the research location. In this observation, the researcher record/take notes in both structured and semi-structured ways. Document techniques are data collection techniques in the form of transcripts, books, theopoetic, newspapers.

The validity test of research data using triangulation. In data collection techniques, triangulation is defined as data collection technique that combines various data collection techniques and existing data sources. If researchers collect data using triangulation, then researchers actually collect data while simultaneously testing the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. The data analysis technique used in this study is the interactive model data analysis technique proposed (Miles et al., 2019). Activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in the analysis consist of data condensation, data display, and conclusion drawing and verification.

RESULTS AND DISCUSSION

SMK Negeri 1 Petarukan is one of the vocational schools in Pemalang Regency, precisely located on Jalan Raya Petarukan Pegundan KM 3, Pegundan, Petarukan District, Pemalang Regency, Central Java Province. There are six expertise competencies, namely The Computer Network and Telecommunication Engineering, The Automotive Engineering, The Office Management and Business Services, The Mechanical Engineering, Accounting and Institutional Finance, and The Cullinary expertise program. The students are 1894. Human resources at SMK Negeri 1 Petarukan are supported by 53 PNS educators, 58 PPPK educators, 11 GTT educators, and 24 education personnel. From graduates to formal job positions (profession/expertise) that is hierarchical, the learning experience or skills (hard skills and soft skills) obtained are meaningful for living independently, continuing education, the job market for graduates is described clearly and specifically.

The vision of SMK Negeri 1 Petarukan has become an excellent vocational institution, capable of producing graduates who are religious, intelligent, competent and outstanding. The mission are: (1) Embracing and practicing religious teachings consistently (2) Implementing integrity and discipline as part of the work culture for the entire academic community (3)

Implementing participant management in every decision-making (4) Realizing cooperation with the business world/industry and education stakeholders(5) Implementing effective learning by optimizing school facilities and infrastructure and integrating character values to form a Pancasila student profile (6) Implementing intensive mentoring and guidance for students to recognize their potential and have concern for the environment (7) Facilitating educator to develop careers and competencies according to their field of duty.

The formulation of the statement of goals and objectives of SMK Negeri 1 Petarukan includes: (1) The Producing Graduates who are Faithful to God Almighty and have noble morals (2) The Producing Graduates who are Ready to Work, Become Entrepreneurs and Continue to Higher Levels (3) Making SMK Negeri 1 Petarukan a Center for Education and Training in the Development of Superior Expertise Competencies (4)Making SMK Negeri 1 Petarukan an institution that is able to establish partnerships with all education stakeholders (5) The Producing graduates who are the competent in academics, the vocation school, self-development and the able to achieve.

Based on data and findings from SMK Negeri 1 Petarukan, the following is a discussion about the implementation of child-friendly school at SMK Negeri 1 Petarukan. The deputy for Fulfillment of Children's Rights in the guidelines for child-friendly education units. There are six components developed in child-friendly school. The six components are: (1) Child-friendly school policies; (2) The Education and education personnel trained in children's rights; (3) The implementation of a child-friendly learning process in school; (4) Child-friendly school facilities and infrastructure; (5) The Child participation; (6) The Participation of parent, alumni, The community institutions and the business world.

Child-friendly school policies.

The existence of the SRA declaration in 2022 is the initial policy of child-friendly schools at SMK Negeri 1 Petarukan. Then a child-friendly school committee was forming at SMK Negeri 1 Petarukan, as well as an appeal for consistent implementation of SRA by the principal to teachers and the education personnel is a form of commitment in realizing SRA at SMK Negeri 1 Petarukan. Child-friendly school is a school that uses the child-friendly concept as an ideology of providing safe and protected school, sensitive educators, the resources and a capable the learning environment (Muakhirin, 2022). Child-friendly school is one of the policies initiated by UNICEF. Furthermore, UNICEF in Fatma Cobanoglu (2019) explains the needs of children, namely that children need health services, nutritious food, education to fill their mind with useful information, a non-exploitative and non-violent environment and time and place to play.

A child-friendly school is an open concept, trying to apply learning that pay attention to the psychological development of students. Developing learning habits in accordance with natural conditions with the child's psyche. Child-friendly school or abbreviated as SRA are formal and non-formal educational unit, they are safe, clean and healthy, care about and have an environmental culture, are able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policies, learning, supervision and complaint mechanisms related to the fulfillment of children's rights and protection in education (Bakari et al.,2023).

PPPA Regulation Number 4 of 2024, SRA are formal, non-formal and informal educational unit that is able to provide fulfillment of children's rights and special protection including the existence of a complaint mechanism in handling cases in educational unit. School is one of the most important parts of a child's life, besides family and the surrounding environment. In general, school is a place where children are encouraged to learn under the guidance of teachers (Rahmatullah & Jumadi, 2020). At this stage of development, school is an important place for students and the social environment that influences them. In addition, school must also be a place

for the development of children's cognitive, affective, and psychomotor aspects. School is called Child-Friendly Schools (SRA).

The goal of child-friendly schools in minimizing violence against children that occurs in schools and at the same time as forming students' character in the era of globalization will be more perfectly achieved when managers create conditions that are expected to be clean, safe, friendly, beautiful, inclusive, healthy, beautiful, comfortable, and religious and adhere to the principles of child-friendly schools, namely: the best interests of children, non-discrimination, child participation, life: survival and development and good management of Indonesian Child Protection Data Bank (2021). Child-friendly school in their management and implementation, educators and students need to know what challenges need to be faced in the era of globalization in child-friendly school and what opportunities will be found in forming the character of students in the era of globalization (Muthmainah, 2022).

The definitions above, it can be concluded that Child-Friendly Schools (SRA) are educational units that provide a safe, clean and healthy environment for children. SRA aims to fulfill children's rights, protect children from violence, discrimination and other mistreatment, and support children's participation in planning, policies and learning. SRA also ensures that children have access to quality education, a supportive environment and an effective complaint mechanism to handle cases related to the fulfillment of children's rights and protection. Students understand the impact of human activities, both short and long term, on the sustainability of life in the world and the surrounding environment. Students also build awareness to act and behave in an environmentally friendly manner, learn about the potential for sustainability crises that occur in the surrounding environment and develop readiness to face and mitigate them. This theme is intended for the level.

Education and educators trained in children's rights.

The absence of educators who are trained in children's rights at SMK Negeri 1 Petarukan is not an obstacle for SMK Negeri 1 Petarukan to continue implementing child-friendly school, but it would be better and more optimal for SRA services at SMK Negeri 1 Petarukan if educators received training on SRA. The establishment and development of child-friendly school are based on the following principles: (1) Non-discrimination, namely ensuring the opportunity for every child to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion, and parenting background; (2) The best interests of the child are always the primary consideration in all decisions and actions taken by education managers and organizers related to students; (3) Life, survival and development, namely creating an environment that respects the dignity of children and ensures the holistic and integrated development of each child; (4) Respect for children's views, namely respecting the child's right to express views on all matters affecting children in the school environment; (5) Good management, namely ensuring transparency, accountability, participation, openness of information and the rule of law in educational unit.

The role of the principal as a manager is not an easy job, because he must see the character of each teacher, the character of the children, and the programs that are running. For example, in the Independent Learning Curriculum implemented by the government, teachers are needed who are innovative, creative, and know when to direct students and when to give freedom. So, the role of the principal is to see and assess the teachers' abilities so that the placement of their duties can be appropriate and appropriate. Just as a teacher must be able to map each student's abilities, the principal must also be able to map the abilities of each teacher. As a leader, the principal has the right to direct and influence in taking action to achieve the goals that have been set. Not only that, but the principal needs also to provide direction and instructions, increase the willingness of educators and education staff, create smooth communication and be able to delegate tasks well

(Jahidin, 2021).

Child abuse can occur at any age. Violence against children can come in many forms, including physical abuse, verbal abuse, emotional abuse, sexual exposure and neglect. Violence has different levels and types, understanding the social, cultural and legal context is often important. Legal literacy is the process of providing people with knowledge and understanding of the legal system, the standards, rules and principles. The main goal of legal literacy is to increase legal awareness and understanding of people's rights and obligations (Indriasari et al., 2023). Legal literacy is very important to build a society that is more legally aware, responsible, actively involved in the legal process and community development process (Hamzani et al., 2020). Violence against children in high schools is a serious issue that can impact on the physical, emotional and psychological well-being of students. Violence can come from various sources, including classmates, teachers or school staff. Violence can occur in high school in the form of physical violence, verbal violence, emotional/psychological violence, sexual violence, cyberbullying, discrimination and identity-based harassment (Rahmawati et al., 2023).

Bullying is a phenomenon that has long occurred in any environment, where social interaction between humans occurs, such as at school, campus, workplace, cyberspace, community environment, etc. The emergence of the bullying phenomenon begins with the level of uncontrolled aggressive behavior in a person (Octavia et al., 2020). In this case, bullying in the school environment is a case that is often forgotten both among children and among minors. Bullying cases themselves often occur in school. Bullies will intimidate/mock their friends so that their friends feel annoyed and even the victims of bullying become depressed (Ikhsan et al., 2020).

Verbal bullying is a behavior in the form of verbal intimidation (speech) to someone continuously and repeatedly. Verbal bullying is only carried out directly but can also be done by terrorizing with chat or terrorizing by calling, which can contain messages that hurt other people's feelings (Najah et al., 2022). Verbal bullying itself does not only occur in high school environments but also occurs in elementary school. Then non-verbal (physical) bullying is bullying that is carried out with touch between the perpetrator and the victim (Kasenda et al., 2023). Bullying can happen anywhere and anytime, can be felt and received by various groups ranging from young children, elementary school children, teenagers, to adults. This can be detrimental to many victims for those who receive such despicable treatment. Forms of bullying, the basic elements of bullying. Where these elements are aggressive and negative, carried out repeatedly and there is an imbalance of power between the parties involved. Bullying involves four aspects, namely, an imbalance of power, then the intention to injure, then the threat of further aggression, and terror (Ani and Nurhayati, 2019).

Implementation of a child-friendly learning process

The principal of SMK Negeri 1 Petarukan is committed to implementing a child-friendly school. Based on the results of an interview with one of the teachers, it is known that the principal always tells all teachers to always provide friendly services to the children. The school program related to the delivery of friendly service information is every Monday during the Flag Ceremony to all SMK Negeri 1 Petarukan residents from 07.00 - 7.45 A.M, every Wednesday during the morning assembly at 06.45 - 07.00 A.M to the teachers only and every Friday during homeroom teacher coaching for their students.

Creating a fun classroom atmosphere while teaching is the key to increasing students' interest in learning. Fun classroom atmosphere is part of the implementation of the learning process in a child-friendly school. Based on the results of an interview with one of the teachers at SMK Negeri 1 Petarukan, it is known that several ways to create a fun and child-friendly classroom atmosphere are the first by using interactive methods such as involving students in group discussions or question and answer sessions to make them more active or applying learning

methods such as role play or simulations according to the material. Second, by giving awards, starting by appreciating students' efforts with praise or appreciation for their courage in the teaching and learning process, then giving small awards such as words like good etc. to motivate them. Third, building closeness with students, namely by being good listeners and showing empathy for their needs and always inserting humor or interesting stories to lighten the mood. Fourth, utilizing technology by using media such as videos, interactive presentations or learning applications to make the material more interesting.

The existence of pleasant learning atmosphere minimizes acts of violence or discrimination. As expressed by a grade X student that she has never received violence or discrimination from teachers or friends. When there is a problem with a friend, she asks for help from other friends to solve the problem together and discuss it properly to achieve peace. Child-friendly learning process by paying attention to learning substances that do not contain elements of discrimination and respecting differences in gender, race, ethnicity, and environmental background (Fahmi, 2021). At SMK Negeri 1 Petarukan, each educator presents teaching modules and Learning Implementation Plans according to the needs of the child. Therefore, Child-Friendly Schools can also be understood as a safe and comfortable space for children in the learning process.

Implementation of child-friendly school in the formation of student character and what are the challenges and opportunities in character formation in the child-friendly school system, which is tried in Early Childhood Education with the identity of child-friendly school and this plays a major role in Education to be able to make this matter as evaluation material (Fitrian & Dewi, 2021). Likewise, not only, but this matter can also be used as a guide to how the character formation of parents, school and the community environment is so that teachers can easily analyze these problems in Early Childhood Education in character formation. The needs that will be obtained by education in child-friendly school are activities that support the educational process, to get full attention from educators and friends at school (Safutra, 2019). Challenges and opportunities in character formation of students in the era of globalization (Rosad, 2019).

Child-friendly school facilities and infrastructure

The importance of ensuring child-friendly school facilities and infrastructure requires signs or instructions. In SMK Negeri 1 Petarukan, facilities and infrastructure such as toilets are not only clean and comfortable but also equipped with signs or instructions that show between male and female toilets. Comfortable, safe study rooms with bright lighting, as well as warning signs for places or tools that are not used according to their function. The implementation of the Child-Friendly School program has succeeded in creating an environment that supports the development of student character, making schools a safe and enjoyable place for children, (Renmaur & Fauziah, 2024).

Child-friendly facilities and infrastructure support factors in the form of materials that are specifically owned by this program. The existence of supporting facilities and infrastructure is expected to create a safe space for children. The form of the facilities and infrastructure in question is such as no sharp building corners, avoiding dark rooms, adequate protection, adequate BK services, safe and healthy sanitation spaces. This concept aims to reduce and avoid accidents that can endanger children's safety at school (Rangkuti & Maksum, 2019). This is in line with the findings of Mulya (2019) which states that the existence of facilities/infrastructure can support the success of the Child-Friendly School program implemented by the school. So that the provision of complete facilities/infrastructure should be prepared by the school in realizing a Child-Friendly School.

Participation Children

To support optimal student participation in the implementation of SRA, SMK Negeri 1 Petarukan has built a playroom and library at the school, provided mentoring or counseling

programs for children in need, supported extracurricular activities, and created programs that support children's rights. The implementation of child-friendly school has had an impact on students including changes in student character, increased student achievement in both academic and non-academic fields, increased teacher skills in teaching and teacher creativity in teaching. As well as increasing school achievement by being better known in the community (Khasanah, 2020) it explained that the implementation of the Child-Friendly School (SRA) program had a significant impact on students, including changes in character, increased achievement in both academic and non-academic fields. Creating calmer and more comfortable atmosphere, both physically and emotionally. For teachers, the impacts felt include increased achievement and skills, as well as the establishment of positive communication and cooperation with parents of students.

The impact of Child-Friendly School for the Government is that this program has a target of reducing the number of cases of violence (bullying) and harassment against children massively (Fitriya et al., 2021). Through this program, I hope that it can reduce the amount of violence experienced by students so that hope the program can run well in accordance with the policies that have been set by fulfilling all children's rights to receive protection and comfort. Students build awareness and skills in maintaining physical and mental health, both for themselves and those around them. Students conduct research and discuss issues related to wellbeing, bullying, and try to find solutions. They also examine issues related to physical and mental health and wellbeing, including issues of drugs, pornography, and reproductive health.

Participation of parents, alumni, community organizations and the business world

Parenting participation in the implementation of SRA at SMK Negeri 1 Petarukan, such as parents actively attending parent meetings, helping to create safe and comfortable environment at the school by supporting cleanliness or security programs and actively communicating with teachers. The positive impacts felt by the implementation of SRA at SMK Negeri 1 Petarukan include increasing student achievement in both academic and non-academic fields, creating a calmer and more comfortable atmosphere, increasing good character in students, establishing positive communication and cooperation between the school and the parent of students. As well as increasing the school's reputation in the community.

The implementation of Child-Friendly School has a positive impact on the economic welfare of the community and the development of the school's physical and spiritual life. This initiative creates a sense of pride among organizations, increases ownership and involvement of school residents, and encourages comprehensive achievement for students in forming civilized characters. Cooperation between related parties in the Child-Friendly School (SRA) program with a responsive concept is currently underway in education in Indonesia. This program aims to fulfill and protect children's rights in keeping children away from crime and discrimination. Currently, the Child-Friendly School program is the forefront which is still being driven by the Ministry of Education and Culture (Kemendikbud). This collaboration is expected to solve problems to provide comfort for students in pursuing education at school.

Supeni et al., (2021) added, as a form of government concern for children's rights of course educational institutions is first expected to be able to form better change, it can protect and fulfill children's rights, namely with the Child-Friendly School program. This program has also been recognized by various countries in the world such as Japan, Australia, Vietnam, the Netherlands, and other countries. The school is used as a forum for policies, learning, supervision, and complaint mechanisms to fulfill children's rights. The SRA focuses on how children are protected, and their rights are fulfilled. This can also be linked to how the school supports children's participation in all aspects ranging from planning, policy, learning, and school supervision.

Participation of Parents/Guardians, alumni, community the business world, requires significant contributions in making this Child-Friendly School program a success. This is intended

so that children's rights can be fulfilled, where children are the next generation of the nation. Therefore, children need special attention, through this Child-Friendly School program. Parents/guardians contribute by providing full support for positive activities carried out by children at school (Wulandari et al., 2022). Alumni provide constructive input and are ready to support the sustainability of the Child-Friendly School program and parties engaged in the business sector can provide funds (Corporate Social Responsibility) to advance this program. The impact felt by parents/guardians of students will also feel the positive impact of the implementation of the Child-Friendly School program. Parents/guardians have a feeling of comfort and calm that their children can learn and do activities at school safely. This Child-Friendly School has the concept of protecting and fulfilling children's rights in the school environment (Jannah et al., 2022).

CONCLUSION

Based on the results of research at SMK Negeri 1 Petarukan , the implementation of child-friendly school at SMK Negeri 1 Petarukan has attempted to fulfill the components of SRA, namely the SRA policy as a form of commitment to realizing SRA, the implementation of a child-friendly and enjoyable learning process so as to minimize the occurrence of violence and discrimination, child-friendly and non-dangerous facilities and infrastructure, participation of children, parents, community organizations and the business world in the implementation of SRA at SMK Negeri 1 Petarukan. The suggestion that can be given by researchers is based on the results of the mini research that has been carried out, the child-friendly school training for educators organized by the local government in order to create more optimal child-friendly school.

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