

The Implementation of Child-Friendly Schools: Challenges and Obstacles in The Era of Technological and Information Advancement

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Abstract— Nowadays, the problem of education in Indonesia becomes interesting to discuss related to multidisciplinary science. Of course, this is because education is closely related to children as the next generation of the nation who have a strategic position in the development of Indonesia. Therefore, children must be prepared through strategic education. The government proclaims child-friendly schools through the mandate of the law as a legal basis. Child-friendly schools are one of the relevant education management models to create potential and reliable human resources to deal with the challenges of the time. This research is a scientific review of friendly schools based on the UN Convention on the Children's Rights. However, with the existence of child-friendly schools, there are still many children whose rights have not yet been fulfilled such as discrimination, lack of child-friendly education staff, school facilities and infrastructure as well as the student participation in the implementation of child-friendly schools. The advancement of education has a correlation with technological advancement. Therefore, this research sees how the role of schools as educational institutions and information technology in facing the challenges and obstacles of child-friendly schools. A qualitative approach with a focus on library research was used to look at this research with several sources like books, scientific journals, and other scientific findings. The results of this research show that the use of information technology in education specifically child-friendly schools is not on target, so there is still a lot of technological misuse in the implementation of child-friendly schools. □

Keywords— Implementation of child-friendly schools, education, information technology, convention on children's rights

I. INTRODUCTION

The problem of children in Indonesia has increased every year as in 2018. Observing data from Indonesian Children Protection Commission recorded 445 cases, the number increased nearly 100 cases compared to 2017 was 338 cases, and two years ago was only 327 cases (merdeka.com). Indonesian Children Protection Commission (KPAI) recorded several violations of children's rights in education in 2018. The violation was dominated by violence in the school environment (national.tempo.co). Violence in education is a behavior that transcends the code of ethics and rules in education, both physical and someone's rights harassment. Even though it referred to as an education institution, violence often happened in this place. This is

certainly contra-productive with the meaning of the school itself, as a place to study, not a place for violence. The school must be a happy place for children, because in the education institution children will be educated to get to know and love each other, not to be hostile or oppressive (Haryanto Alfandi, 2001).

The violence experienced by a child was physical, sexual, and verbal cases (national.tempo.co). Data from KPAI on physical abuse experienced by a student in school mostly done by educators. The actions were range from

slapping, standing in the sun, licking the toilet, push up, sit up, being asked to smoke and recorded. Sexual abuse also often to be happened at school and done by a teacher, mostly in primary school and junior high school. The victim was not only female students but also male students. In fact, in 2018 male students was more susceptible to become the victim of sexual abuse. From 177 students, 135 students of them were male students. KPAI also recorded there were 144 students brawl cases throughout 2018. This year's cases is quite sad. As the brawlers flush the victim with hydrochloric so he died. In addition to this, technology advancements contribute to encouraging violence and violations of children.

From data collected by KPAI, physical abuse and bullying are still the most cases suffered by children in the education sector. This case has increased dramatically among students, as the internet improvement. The cyberbully case among students increased significantly. It is because of the massive development of technology and social media among the students. There are 206 cyber bully cases. Before 2015, there is no case in the cyberbully, or no report about it, but it is going up from 2015 until now (voaindonesia.com). Meanwhile, pornography and cyber cases were dominated by children cases as pornography victims from social media, which reached 134 cases and victims were dominated by the female. In the second row, children as online pornography victims reached 116 cases. The victims were dominated by the female. "However, for children as pornography ownership is dominated by boys, which reaches 71 people from 112 cases. Certainly, from the explanation of the cases above, technology can be seen to play a role in driving cases of child violence and hampering the implementation of child rights protection.

From the explanation above, it is very important to conduct research about the implementation of Child-Friendly School in schools. Moreover, the government is pushing for

a child-friendly city by issuing the Regulation of Minister of Women's Empowerment and Child Protection No. 11 year 2011 concerning Development of Child-Friendly City Policy to become a form of guaranteeing children's rights in each Regency/City by UNESCO. By the Growing Up City program (Lynch, 1997). The aim of the KLA was to enable children to use and assess their environment. Indonesia has ratified the Child Rights Convention (KHA) and referred to national development goals. The regulations on child protection have not yet had an impact on children protection and rights. Therefore, child-friendly school becomes one of the forms of successful city service policy. However, today's technology advances become a challenge for the government both in school and local government to succeed in the implementation of child – friendly school. This study notice on how the role of technology in the implementation of child-friendly schools.

II. LITERATURE REVIEW

A. Child-Friendly School

Child-Friendly Schools are educational units that 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, policy, learning, and complaints mechanisms (Deputy, Rights, & Children, 2014). Friendly can be interpreted as kind and attract character or kind words and attitudes. If this is related to educational institutions, the child-friendly school can be interpreted as a school that upholds children's rights as individuals who must be educated with good feelings and character. The principle of the child-friendly school is to make the interests and needs of students the main consideration in determining each decision and action taken by education manager and organizer. Thus, Child-Friendly School must respect students' rights when expressing their views in everything, especially about science, technology, art, and culture, so students feel comfortable and pleasant in the learning process in school. Moreover, the child-friendly school must guarantee the opportunity for every student to enjoy their rights in education without discrimination based on disability, gender, ethnicity, religion, intelligence, and parents' background.

Child-friendly schools are institutions that recognize and respect children's rights to get an education, health, the opportunity to play and enjoy, protect from violence and abuse, can express their views freely, and participate in making decisions which suitable with their capacity. The school also instills responsibility to respect the rights of others, pluralism and resolve differences without violence (Solihin, 2015). According to the Ministry of Woman Empowerment and Child Protection, Child-Friendly School is a formal, non formal, and informal education unit that safe, clean and healthy, caring and cultured environment, able to guarantee, fulfill, respect children's rights and protect them from violence, discrimination, and other mistreatment, also support children's participation, especially in planning, policy, learning, supervision and complaints mechanisms related to the fulfillment of the rights and protection of children in education.

Child-Friendly School must consider the school situation which is safe, clean and healthy, cared and cultured

environment, able to guarantee, fulfill, respect children's rights and protect them from violence, discrimination, and other mistreatment, also guarantee the participation of students in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of the rights and protection of students in taking education (Uray Iskandar, 2015). Therefore, the researcher concluded that child-friendly schools are a school that upholds children's rights at school. The children's rights include the right to obtain an education, comfort, safety, and freedom of expression.

B. The principal and character of the child-friendly school

There are four basic principles of KHA that can be used as the basis of organizing education that can fulfill children's rights and provide special characteristics of Child-Friendly School: (1) Non-Discrimination: the implementation of children's education that is free from discrimination in any form, regardless of ethnicity, religion, gender, economy, family, language and birth along with the position of children in family status. The implementation to this principle, the government has an obligation to take appropriate steps; (2) The Best Interests of the Child: all actions related to child carried out by educational institutions, government and private social welfare, judicial institutions, legislative body, and judicial body, the best interests of the child must be a primary consideration; (3) Third, The Right to Life, Survival and Development: the most basic rights for a child must be protected by the country, government, citizens, family and parents. Therefore, KHA considers the importance of recognition and guarantees from the state for the survival and development of children, as stated in article 6 verse 1, that participating countries recognize that every child has inherent right to life, and verse 2, "the countries member will ensure the survival and development of child maximally; (4) Fourth, Respect for the Views of the Child: respect children's rights to participate and express their opinions in decision making, especially when it comes to matters that affect their lives.

The principles of Child-Friendly School development according to the Ministry of Woman Empowerment and Child Protection are: (1) Non-discrimination is guaranteed the opportunity for every child to enjoy the child's rights in education without discrimination based on disability, gender, ethnicity, religion, and background of parents; (2) The best benefit for children is always to be the main consideration in all decisions and actions taken by the manager and organizer of education related to students; (3) Survival and development life is creating an environment that respect the dignity of the child and guarantee the holistic and integrate development of each child; (4) Respect on children's views which include respect for the rights of children to express views in all matters that affect children in school environment; and (5) Good management, is ensuring transparency, accountability, participation, information disclosure, and the rule of law in the education unit. The principle of this school must be carried out to progress the implementation of child-friendly schools. Besides to this principle, there are characteristics that need to be considered in the implementation of child-friendly schools.

In the manual for SRA, UNICEF stated that there are 13 characteristics of child rights-based schools as follows: (1) Reflect and realize the rights of every child - in collaboration with other partners to promote and monitor the welfare and

rights of children; defend and protect children from abuse and danger, both inside and outside of school; (2) Notice and understand the child as a whole, in a broad It is difficult to imagine people can recognize themselves context - related to what happens to the child before they and their surroundings and predict situations that will enter the system (for example, their readiness for school in faced without information. Information and technology terms of health and nutritional status, social and linguistic cannot be separated. Due to technological advances, skills), and have the opportunity to leave the classroom - information spreads rapidly and has been able to change the back in their homes, communities, and workplaces; (3) shape of people's lives (Einar, 2006). The Internet is a form of Child-centered-encourages participation, creativity, self-technology and information progress. The Internet is a term esteem and psychosocial welfare; promote child-centered which stands for interconnected networking. Generally, the curriculum structure and learning methods according to the internet is a global computer network that connects millions level of development, abilities, and learning styles of computers throughout the world (Juharis Rasul, 2008: children; and consider the needs of children above the needs 3).The internet can be interpreted as a wide and large global of other actors in the education system; (4) Sensitive gender computer network (Word Wide Network), which connects and friendly to girls - promoting a balance between girls and computer users from one country to another in the world, boys in the recruitment and achievement of educational wherein there can find various resources from static to outcomes; reduce constraints to gender equality and dynamic and interactive (Purwanto, 2007). Eliminate gender stereotypes; provide facilities, curriculum, it cannot be denied that internet, including social and learning processes that are friendly to girls; (5) Improve networks, both directly and indirectly have an impact on the quality of learning outcomes - encourage children to society, whether it has a positive or negative impact. The think critically, asks questions, express their opinions - and impact is not limited to certain groups, but has spread to all learn how to study, help children master skills that enable circles, both educated and non-educated. As one of the writing, reading, speaking, listening, mathematics and institutions directly related to daily life, educational general knowledge and skills needed to live in the new institutions, in this case schools, do not left behind in the use century - including useful traditional knowledge and values of internet in the process of education and learning in the of peace, democracy and acceptance of diversity classroom. (multicultural); (6) Education organized based on the reality Other function from the internet is as a tool or media in of children's lives - ensuring that curriculum content the learning process in the classroom. Towards the availability responds to the learning needs of children individually as of available facilities, it is not surprising that the internet as well as the general objectives of the education system and become a lifestyle for some people, including students. Most the local context and traditional knowledge of family and of the students' reason use the internet is to do assignments society; (7) Flexible and respond to diversity - meeting from the teacher. For the education sector, internet gives data to different children's situations and needs (for example, as access which can make teaching-learning process become determined by gender, culture, social class, level of ability); (8) Act to ensure inclusion, respect and equal on opportunity versatile

tool; there are some weaknesses that are easier for all children - not stereotyping, exclusion or non- accessible, i.e.pornography. The ease of internet especially discrimination on the basis of differences; (9) Improve with the existence of internet multimedia has enabled mental and physical health - provide emotional support, misuse by some people who do not uphold ethics and encourage healthy habits and behaviors, and ensure a morality by creating pornographic sites that exploit healthy, safe, secure and pleasant environment; (10) pornographic images or videos. Therefore, users who are Providing affordable and accessible education - especially teenagers need to consider carefully if they want to for children and families most at risk; (11) Increasing access these sites because it will affect and damage their educator's capacity, morale, commitment and status - psychological growth. The presence of social media among ensuring that educators have enough training before and teenagers make them able to connect with their old friends. when providing education services, they get professional However, the presence of it among them also brings development, position, and income; (12) Family support - negative impact. One of the impacts is bullying. Bullying tries to work with and strengthen families and help children, means intimidation or disturbing weak person either parents and teachers collaborate to build harmonious individually or in groups. According to Kim (2006) in partnerships; (13) Community based - strengthening school Adilla (2009: 57) that bullying can be done verbally, governance through a community-based decentralization psychologically, and physically. Most of us just know that approach; encourage parents, local government, community bullying is done directly or meet directly with the target (the organizations, and other institutions from civil society to victim) by physically or verbally. However, nowadays, participate in the management and financing of education; bullying is not only happened in the real life, but also in the promoting community partnerships and networks that focus internet. On children's rights and welfare. (UNICEF,2006). The implementation of child-friendly school will be successful Research Method when paying attention to the principles and characteristics.

III. RESEARCH METHOD

The type of this research is library research. According to Zed (2008:3) library research is a series of activities relating to the method of collecting library data, reading and recording and processing research materials. In this research, the researcher uses descriptive analysis method. Descriptive analysis is a method by collecting data, compiling or classifying, analyzing, and interpreting it (Natsir: 1999).

IV. FINDINGS AND DISCUSSIONS

Currently, the problem for developed countries is health and education. When talking about education it is inseparable from the progress of a technology. However, the use of information technology is indeed like a double-edged knife. On the other side, there are many advantages and benefits that we can get, including information technology can help people easier to carry out their life duties and increase their life quality. Despite that, there are no shortcomings in the form of negative things that accompany the use of this information technology. One of the negative impacts that arise from the existence of information technology is the emergence of cyberbullying phenomena among children and

adolescents. Cyberbullying or cyber violence is more painful than physical violence. Victims of cyberbullying are often depressed, feel isolated, get heartless treatment, and helpless when attacked. Besides being related to educational technology, it is inseparable from children's problems. □

In 2018 the Indonesian child protection commission had findings of violations of children's rights dominated by violence in the education environment which consisted of cases of physical violence, sexual violence, verbal violence and bullying (tribunnews.com). Data from KPAI shows that besides done bullying at school, they also did it on social media. The use of social media starts with the use of technology that is not wise by children and lack of supervision from schools and parents.

However, from the KPAI findings, there is a phenomenon that contradict with children's rights as regulated in government regulations such as: First Verse 28B (2) The 1945 Constitution states that - Every child has the right on survival, growth and development, and has the right to protection from violence and discrimination. Second, Law of the Republic of Indonesia Number 23 the year 2002 concerning on Child Protection. □

So those, the government through child-friendly city policies, start on education with child-friendly school programs. Child-Friendly Schools are educational units that 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, policy, learning, and complaints mechanisms (Deputy, Rights, & Children, 2014). The problem of violence in education can be solved if the government synergizes schools, parents and children to comply with indicators about child-friendly schools. The indicators of Child-Friendly School (SRA) are developed to measure SRA achievements, which included 6 (six) important components, namely: (1) SRA policy, (2) the implementation of the curriculum, (3) educators and education staff trained about children's rights, (4) SRA facilities and infrastructure, children's participation, and (6) participation of parents, community institutions, business world, other stakeholders, and alumni. In detail, these indicators can be seen in the Regulation of the Minister of Women Empowerment and Child Protection of the Republic of Indonesia Number 8 the year 2014 concerning to Child-Friendly School Policies. However, not only the principal indicators are child-friendly and characteristics must be carried out because this is fundamental in implementing child-friendly schools. □

In addition to paying attention to child-friendly school indicators, the school provides comprehension and concept of use technology wisely. Of course if these two things are implemented properly, violence in education can be minimized. In addition to this, the implementation of child-friendly schools will be able to run according to the objectives.

V. CONCLUSIONS

The challenge of schools in minimizing education violence specifically in the use of information technology

can be implemented when the government through schools can run child-friendly schools in accordance with principles and characters. Certainly, not only this but the synergy of government, schools and parents must be done to help encourage the implementation of child-friendly schools.

Finally, an understanding of the use of information technology wisely needs to be implemented in schools. Why is this done? Because it can minimize the number of cyberbullying and violence in education specifically that involves technology in general. □

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