

Decreasing the Violence in the School Through the Initiation Policy of Children Friendly School

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Abstract—The violence practices to the children in the school which must be the comfortable, safety, and conducive place for the children’ development. The number of violence nowadays that increased draws the needs of regulation in the education system about friendly school for children. The main objective of children friendly school (CFS) idea was non-discrimination concern, living right and giving reward, and the best education for children. CFS was an initiation of government regulation that started to be implemented in Indonesia. The implementation of CFS can be based on the National Standard of Education that was friendly for children. Generally, its implementation was already appropriate with the rules existed in the children protection laws. In creating the education without any violence, its implementation in the school must be evaluated since there were much violence happened in the school. On the other hand, the findings in the schools which already implemented CFS showed that the schools could be able to create the students who had high caring and tolerance characteristics with before. This article was the elaboration of several literature review related to the implementation and approach of CFS existed in Indonesia.

Keywords: *violence to children, children friendly school*

I. INTRODUCTION

The violence in the school nowadays becomes the highlight and is debated by the society. The violence cases in the school become the news in various media such as media electronics, printed, or social media. It becomes the problem that must get serious attention from all people especially education stakeholders. The school is become the comfortable place for children to study, to learn and to get relation with new people. In fact, it can be able yet to do its function fully. Ironically, when the violence and bullying “are legitimated” as an action to make the students be discipline in order to make them be obedient to the implemented rules. Thus, the effects of the action lead people to argue that the action seems “to be legalized”. Therefore, in fact the action is only a releasing “anger” that is done by people who are irresponsible [1].

In Indonesia, the victims of the schools’ violence always increase each year. It can be seen in the data gotten from Children Protection Commission -*Komisi Perlindungan Anak Indonesia* (KPAI), as follows.

TABLE 1. THE DATA OF VIOLENCE CASES OF THE CHILDREN FROM 2010 TO 2015 AND THE DATA OF VIOLENCE VICTIM OF THE CHILDREN FROM 2012 TO 2015

Year	2010	2011	2012	2013	2014	2015
Violence	171	2179	3512	4311	5066	6006
Violence victim			422	750	866	1256

Source: Month report of KPAI based on Children Protection

Data gotten from KPAI related to the report of violence and victim from the children draw that every year the violence increase significantly. From 2012 to 2015 the violence achieves 6006 children, and several victims get 1256 children. Between all of the accumulated data that are noted include inside them the children’ violence and victim in the school [2]. The students are the teenager in school age. When they look or become the violence victim, almost all of them experience mental illness such as depression and stress [3]. Some of them feel desperate and think to do suicide. [4] The violence happens in the school such as physical and psychological violence and sexual harassment. The frequent violence is psychological violence [5]. This research also proves that the students, who undergo much pressure in the school such as having bad relationship with their friend, teacher and school environment and having academic inability, have higher possibility in getting involved in criminal case in the future than the students who do not have these situation [6] [7] [8].

In regard with the fact that violence has big impact, many experts then argue that schools do not only have main purpose, that is being superior in the academic field, but all education fields in the world also bring around that emotional literacy is also needed as same as with the need of curriculum in academic field. The aim is to build the society trust especially parents that send their children to school [9]. The response of some existed problems, then, initiates the ideas and thoughts in building the school called Children Friendly School (CFS) as the protection form toward the students in the school. It is expected to build the students that have self-confidence and happiness. Besides, they feel protected and get their rights in the learning process without any pressure and discrimination from many sides.

The building of CFS in Indonesia is a proof of unselfishness government toward the protection for the children’ rights. A child as the biggest asset of the country and as the arbiter of world in the future must be protected and given the comfortable place to make sure that every education level has succeeded to develop their interests

and skills. It is done to prepare them to be responsible, to have high tolerance, to respect each other, and to cooperate in bringing forward into the peace country. So that, it is important to know the implementation of CFS approach in Indonesia especially as the effort to solve the problem of violence happened in the school

II. A WIDESPREAD OF VIOLENCE IN SCHOOL

The term of violence either in the expert or society has some explanation and does not only have a definition. The WHO explains violence as an action of using strength and physical energy to torture themselves, another person, or certain community. Besides, it can cause trauma and injury which can endanger physique even causing death. The violence also means as an aggressive behavior which the subjects use their body to hurt other people. The different definition sometime causes difficult to find out the similar meaning. For example, the harassment that is included as violence will be different when it is explained to the children, teenager, and adult [9]. It can be influenced by the education background, environment, and experience. Its impact will be difficult to differentiate clearly which one is categorized as violence action or not. Because of its fact, people sometimes do not realize that people around them or even themselves suffer the violence or their ignorance of it. To understand the violence in the similar context needs to know the categories that include in the violence.

Terry E. Lawson, an International psychiatrist formulates the definition of violence toward children does not only the physical factor, but it also relates with many treatments that can include in the category of violence, as follows.

1. Physical abuse is; a violence that relates to the physique. The characteristics of this violence are being able to see by eyes, being a mark in the victim's body that can be seen such as bruise, blister, and wound.
2. Emotional abuse is; a verbal violence such as abusive speech, cursing, and insult that are formed in words that can influence the children's psychology. This violence is considered as usual thing whereas, actually, its impact is very big for the children's mentality that is still in the developing stage.
3. Neglect is; a violence is omission. The silent condition when the students are ignored by others, so it makes him/her feel isolated from the teacher or people around her/him.
4. Sexual abuse is; a violence concerns with the subject that forces his/her ego to do having sex with the victim in order to look for his/her own advantage from that action which is done to the children's body.
5. Commercialization is; taking advantage toward someone by employing children under the age or even doing human trafficking to get an advantage [10].

In Indonesia, the latest data in 2018 noted that 84,3 million of children need to get the right to be protected by country. These numbers include all of children from all education level and children who do not get an education in the school [11]. During 2018, the level of violence toward the children increases to 300 cases than previous year. Noted in 2018, there were 4885 cases of violence

toward the children in which the data are increased 306 cases than previous year in 2017 which got 4579 cases. Moreover, the contradictive condition can happen when the violence usually happens in the school, but, on the other hand the country gives full protection and concerns for the children's welfare as stated in Law clause 4 UU No. 23/2002 about children's protection. It states that children have a right to live, grow up, and participate reasonably related to human dignity, and get protection from violence and discrimination. Therefore, the important thing to be done is giving protecting place maximally and fully to the children in academic field, affection, safety, and comfort in the place which potentially has big impact in the children's education such as school [12].

III. THE PROMOTION OF CHILDREN FRIENDLY SCHOOL (CFS)

The existence of CFS cannot be separated from the conference results of PBB about children's rights in which CFS is a school consciously that tries to ensure and fulfill the children's rights in every living aspect structurally and responsibly. The main principle from CFS is that there no certain discrimination, the fulfilment of living right, and the reward for the children. Clearly, the implementation of CFS contains in Clause 28, 29, and 31 of the conversion about children's rights. The point of the three clauses are; 1) the children's education centered, the discipline building for them by paying attention to their prestige and dignity, and the development of children's capacity; 2) the development of skill, learning, other abilities, human's dignity, prestige, and self-confidence; 3) the development of personality, talent and the ability to live in the society; 4) the children's rights for education that does not only include in academic but it also includes in spiritual aspects; and 5) the children's rights to spend their spare time and cultural activities [13]. Moreover, by published the State Regulation of Minister for Women's Empowerment and Children Protection Number 8 in 2014 about the Policy for CFS was a serious action from the government as the construction of Curriculum 2013 previously. Thus, as the step accelerating the implementation in Indonesia, the government also released the Regulation of Minister for Women's Empowerment and Children Protection Number 12 in 2011 about the appropriate indicators for children in regency or city [14] [15].

The high needs' level of children's rights, then, bridges the idea in raising the friendly education in the framework of National Education Standard in Indonesia that is friendly for children. It happens because this standard that will become the reference for the school to implement the system in the schools. Based on National Education Standard Agency (BSNP) in 2018, there are 8 national education standards in Indonesia, as follows.

1. Graduate Competence Standard contained in the Regulation of Minister Number 23 in 2006 and Number 24 in 2006 explains about realizing the quality graduates. Where developing the graduation quality will be done further during the school process is still in progress. The standardization of graduate is very influential to make the generations that have high quality that further they will influence the image

of the institution such as school. In deciding the standardization of graduate needs to consider thoroughly toward the different ability of the students. This regulation must be through the research step firstly, so the results of the regulation taken can be friendly for the students and do not give a burdensome to the students.

2. Content Standard considers with the Regulation of Education Minister Number 22 in 2006 and Number 24 in 2006 of which content standard is competence standard in the school curriculum. From the content standard will decide how the system description works in the school. So that, the content standard must put forward on the safety principle for the children. It is done to make the education needs from the cognitive, affective, psychomotor sides that can work well, and the students' needs can fulfill maximally.
3. Process Standard has the relation to the achievement of graduate competence. The process standard usually relates to the needed criteria in learning to produce resulted output. Design of the process standard must be friendly for the children that consists of the arrangement of learning process, implementation of learning process, evaluation of learning results, and observation of learning process to implement the learning process in effective, efficient, and friendly way.
4. Education Standard and Education Personnel are nationally decided in order to increase the education quality and will influence to the students' achievement. The quality of superior human resources that has the good capacity will influence how the teachers teach and transfer their knowledge to the students. In this case, CFS does not only need the quality teachers academically, but it also needs their quality in ethics and morals. At least there are 4 teachers' competence and education personnel, as follows.
 - a. Pedagogic competence
 - b. Personality competence
 - c. Professional competence, and
 - d. Social competence.

These competences are mandatory had by education personnel and teachers in order to achieve the quality of education. In the framework of CFS, these four competences of teachers are at least able to present the teachers that are friendly and able to develop the students' potency.

5. Facilities and Infrastructure Standard in every education unit must have facilities as the media to learn such as learning tools, books, and other resources that support in teaching and learning process. Every education unit must have infrastructures that are adequate such as land, adequate classrooms, creative rooms, school health unit, healthy canteen, toilet, safe place of worship for the students.
6. Management Standard consists of three parts, such as management standard by education unit, management

standard by local government, and management standard by center government. It means that the collaboration of management in the school from institution, local government, and center government must support the friendly place for children. Besides, the regulation from local or center government must give guarantee that education must be managed with friendly management and is done by education unit with friendly children pattern.

7. Finance Education Standard consists of investment costs, operation costs, and personal costs. The education investment costs contain the provision of facilities and infrastructure, human resource development, and permanent working capital. Personal costs contain the tuition fees charged by students to be able to follow the learning process in the school. In order to make the friendly system, the school fees must consider with the social, economy, and family background of the students. Therefore, it is expected that school system is not business oriented, but it is more forward the qualities and objectives achieved.
8. Assessment Education Standard is collecting and analyzing the information to determine the achievement of students' learning outcomes. So that, the assessment standard become the measurement criteria that are set by government. The criteria consist of the students' outcomes such as mechanism, procedure, and instruments that is used to increase the quality of education. The assessment education must consider the education fields such as cognitive, affective, and psychomotor aspects of the students. In other words, this standard does not only focus on the cognitive aspects, but it also considers the different ability in each student. It can maximize the students' ability appropriately [16].

Child Friendly school (CFS) is an education unit that tries to create the condition in the school that is conducive by providing and facilitating the learning activities that are adequate to the students. In addition to the facilities explained in eight standards of national education, there are some supporting facilities from outside the classroom. These facilities can be provided for the students such as medical room, counseling time for the students who get violence, comfortable and open space for learning, wide and safe place to play for them and good and green place for their health. These facilities can support their achievement and happiness as the main priority of the learning process in the school [17]. Besides, giving good examples done by the teachers are transferring process that are effective enough for them, and giving freedom in choosing their interest in extracurricular can hone their skills. Moreover, giving reward in every opportunity in learning process is needed to motivate them to learn more. The reward is given in order to educate them not material thing.

The research done by Ahmad Syafi'I in 2017 toward the school that implemented the regulation of CFS concluded that in the implementation, there are some aspects that must be completed, such as; first, it must have the minimum service standard in the education unit that

consists of information service standard, administration service standard, medical service standard, and counseling service standard. Second, it must have the regulation anti-violence. It means that it is forbidden the violence done and happened in the school whether it is done to the students or the students to the teachers, or the opposite. Third, doing an effort to prevent the violence can be initiated and done by all elements in the school especially the headmaster and teachers. Besides, they must remind the students living in harmony, helping each other, and getting used to 3S (*Senyum, Sapa, Salam*) or smile, great, and regard, and civilizing PMT (*Permissi, Maaf, Terimakasih*) or permit, say sorry, say thank you. By building this character, it is expected to minimize the action that can trigger the violence in the school. Fourth, building the discipline character and do not do violence in the school. After the regulation is made, the school must have the commitment to do the regulation consistently. Fifth, creating the school that is free from smoking. It is done for all staff, teacher, and headmaster to be forbidden to smoke in school to keep the comfort and safety school [18]. The implementation of this system in the schools in Indonesia, each school must have the way to present the program that is comfortable and suitable in developing the students' abilities in their region because each region has different cultures

IV. THE CHALLENGE OF CHILDREN FRIENDLY SCHOOL (CFS)

Realizing the education which is friendly by developing the CFS longing for every person especially one who has authority in taking the regulation of education. The achievement realizing it needs cooperation from many sides such as active participation from headmaster, teachers, parents, students, and government. Since the regulation about protection for children and establishment of CFS is made, there are much improvement that must be done. It is in line with the opinions from social experts that focus in the implementation of regulation. This implementation is very complex than its arrangement. In its implementation of the regulation toward CFS involves some parties such as social, politics, law, organization, and administration parties that previously are already arranged and must be changed again. An administrative act that is needed for the continuity of the regulation implementation needs an analysis done first in regard with the rules supporting the regulation, finance, facilities and infrastructures, involved members and others [19].

The test of regulation is needed to be done as the reference in making a regulation and giving the correction of errors and inaccurate in the arrangement of regulation made by government. A regulation is usually taken by the background of problem faced in the implementation of existed regulation. The problems in education become the crucial problems for the government so that the budgets must be arranged correctly in the laws such as UU. No. 20 in 2003 about National Education System [19]. At least, the country must have three important obligations in education field, as follows. (1) As the main provider of educational institutions like schools' academics, and universities, (2) arranging the implementation of education in private, state, or other institutions, and (3) as the

facilitator in providing the infrastructures needed by schools that are included in fulfilling the students' rights by establishing CFS.

The fulfilment of children education right focuses on the comprehensive service. The education done by the government, private and society at least fulfills 5 points which are (1) the availability of educational services is evenly distributed throughout the country. (2) The affordability of educational services can be gotten by all societies, (3) the quality of educational services has quality that is relevant with the living society in the real world and industries, (4) an equality means that quality educational services does not only looked at the economy, ethnics, and religion background, but it can be enjoyed by all society as well, and (5) the assurance that educational services can guarantee the assurance and can adjust with the society needs [20]. By accomplishing these 5 points, the educational services can work well.

Moreover, the affordability of CFS has been thoroughly distributed to all regions in Indonesia. The data from KPAI shows that CFS has been already established about 8.599 schools that are sprout out in 31 provinces or in 195 regions in Indonesia [21]. It can be concluded that the government concerns and hopes that establishing this school can make the students feel comfort and can solve the problems in education world such as violence in the school that is still high. Based on the research, the violence which is rife is the effect from the lack of education providers' awareness to be more understand the children and their rights as the students in the school. In fact, this condition is believed as the teachers' effort in teaching the students. The smooth, polite and friendly way of the teachers in teaching cannot success and makes the students be deterrent. So that, the violence sometimes becomes the effective solution to trigger their motivation to learn. In this case, it needs a preventive effort through education in the schools to solve and anticipate the big scale of violation and violence. [22].

Besides, the violence can be caused by other factors such as, *first*, the violence in the education emerges violation and punishment especially physique. Second, the violence caused by bad education system and the regulation of education in the curriculum aspects that rely on the cognitive and affective skills ignore the humanism in the education process. Third, the education is influenced by violence in the society and mass media that show the vulgar violence. Fourth, the violence as the result of society develops so fast that it must need a solution from this behavior. Fifth, the violence can be influenced by the other factors from economy and social. By all explanations about the factors emerging the violence, the CFS is expected to be evaluated continuously and can decrease the violence in the school [23].

Regardless of various pressures, the result of implementing CFS to solve the violence in the school becomes the initiation of regulation that is believed as the appropriate education system for the condition today. This condition in education world is experiencing the crisis of violence toward the children because the violence problem is the problem that is complex enough. Some schools that have been implemented CFS stated that the environment

created supports the students. They can learn by doing interaction with their friend especially from the social and emotional aspects. There are some changes happened in their school where inside the school created love, and they have high toleration than before implementing CFS.

V. CONCLUSION

In Indonesia, the needs of Children Friendly School (CFS) is more increasing in line with the high violence in the school. The complex violence problems become the challenge for the government to construct and implement the suitable regulation as the solution for the problem. CFS is the regulation of education that aimed to protect the children' right from violence and discrimination toward the students in the school. Every school must give the friendly service in teaching and learning process and can create the comfort, safe, and enjoyable situation in the school. The expansion of CFS is the effort from the government to equalize the justice education for children in Indonesia. The implementation can be based on the National Education Standard that is friendly for the children. The school as the implementing agency has the responsibility in the success this program that is measured from the performances that have been generated. The evaluation of implementing CFS must always be done in order to achieve the main objective that is the protection of the children that can be implemented fully and sustainably.

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