

Becoming Child-Friendly Kindergartens

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ABSTRACT

This research is motivated by the number of child friendly schools in West Java, especially in Cianjur Regency. Kindergarten as a unit of early childhood education is a good basis for early childhood. The purpose of this research is to study the condition of kindergarten readiness in Cianjur District towards child-friendly schools. It is important to understand how the fulfilment of children's rights is implemented in early childhood education in Cianjur Regency. This research uses quantitative survey design. Data collection techniques used observation, interviews and documentation with the resource persons, namely the Principal of Kindergarten in Cianjur District as many as 44 participants. Data analysis techniques using descriptive analysis techniques. The results showed that kindergartens in Cianjur sub-district had diverse readiness and more than 59% of kindergartens in Cianjur sub-district according to the category were ready to be child-friendly schools.

Keywords: Readiness, PAUD unit, child-friendly school

1. INTRODUCTION

Education is a right that must be obtained by every citizen, including children [1]. According to Bronfenbrenner's ecological theory, the environment is a very influential factor for developing human life, especially during childhood. The family, school, and community environment that is directly around the child will have an impact or influence on the personal formation of the child during his development [2].

The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, as one of the Ministries that has the role of protecting children, has encouraged the central, provincial, and regency/city governments to be able to create a school condition or educational environment that is safe, comfortable, healthy, friendly and fun for children who called Child-Friendly School (SRA).

The existence of this Child-Friendly School brings new hope for the Indonesian nation to improve the quality of Indonesian education following the vision of the Long-Term National Education Development Plan (RPPNJP) 2005-2025, which is to produce Smart and Competitive Indonesians.

The meaning of intelligent Indonesian people is a comprehensive intelligent human being, namely: spiritual intelligence, emotional intelligence, social intelligence, intellectual intelligence, and kinaesthetic intelligence. Education should also be accessible to all

children without geographic, economic, and social restrictions and physical or mental barriers. Not only to reduce violations of children's rights in the form of violence, but also to build schools that give children the right to participate in giving opinions on school policies, the existence of a canteen that meets nutritional measures for students [3], [4]. Also, children are free from disasters, in which case the school building standards must be safe during a disaster and have an evacuation route [5].

Cianjur Regency is a district in West Java Province prone to violations of children's rights, especially cases of human trafficking. According to the Regent of Cianjur Regency in 2019, the hope that this child-friendly school program is that cases of violations of children's rights that occur in other areas do not occur against students of Cianjur, so it needs the cooperation of all parties to create a child-friendly education world. However, field findings show that currently, the number of child-friendly schools in Cianjur is still limited, even at the primary school level, and early childhood education does not exist.

This is interesting for researchers to find out how the condition of early childhood education in Cianjur Regency, which is the place and foundation for children to recognize a good environment, whether it is suitable for children or not, and to find out the obstacles to realizing child-friendly schools at the educational level of children early age in Cianjur Regency.

The meaning of readiness, in this case, is the readiness of an organization or institution, which is the relationship between people, processes, systems, and performance measurement. An organization is said to be ready when there is synchronization and coordination between people, processes, systems, and performance to realize an implementation and can accept any changes [6].

According to the United Nations Children's Fund (UNICEF) [7], a child-friendly school is a school that ensures every child is in an environment that is physically safe, emotionally safe, and psychologically possible. In child-friendly schools, teachers are the most important factor in creating effective and inclusive classrooms [8], [9].

A child-friendly school recognizes, encourages, and supports the growth of children's capacity as learners by providing school culture, teaching behaviour, and curriculum content that focuses on learning and learners [7]. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn [8]. Staff members are friendly and welcome children and are attentive to all their health and safety needs.

Based on Indonesian child-friendly school guidelines [8], there are six important components in the development of child-friendly schools, which are then used as indicator points in implementing child-friendly schools. The components are 1) Child-friendly school policy; 2) Implementation of a child-friendly learning process; 3) Educators and trained educators on children's rights; 4) Child-friendly facilities and infrastructure; 5) Child participation; and 6) Participation of parents, community institutions, the business world, and other stakeholders.

Early childhood education is the basis for the development of an individual character in his future life. Experts state that education at an early age is a very fundamental stage for further development and education [10]. Kindergarten age (4-6 years) is an easy period for children to absorb everything they experience. Therefore knowing the extent of school readiness, especially kindergartens, to realize child-friendly schools is very important to provide a friendly and quality environment for children's development.

2. METHOD

This research is a survey with data analysis techniques using quantitative methods. The survey is aimed at obtaining and collecting data on an overview of the readiness of the population, namely Kindergarten in Cianjur Regency, towards child-friendly schools [11].

The data collection technique used observation techniques using a checklist, then completed with a

structured interview based on a checklist to strengthen the data and documentation in the form of photos of school conditions. The checklist used is an instrument that has been tested for reliability and validity by expert judgment [12].

After the data is collected then to analyse the researcher checks the completeness of the file, it sees the suitability of the checklist that has been filled in with the interview results and existing documentation. The collected and complete data are then processed using Microsoft Excel and analysed using descriptive analysis techniques [11]. Furthermore, descriptive analysis was carried out in the form of a frequency table.

After obtaining data regarding the readiness of Kindergarten in Cianjur Regency towards child-friendly schools, the researcher then discusses each achievement indicator in the form of a description accompanied by arguments that describe the readiness conditions of each indicator according to the conditions in the field.

3. FINDINGS

After conducting the research, an overview of the readiness of Kindergarten in Cianjur Regency towards child-friendly schools was seen from six indicators of child-friendly schools. The results are as follows:

3.1. Child-Friendly School Policy

Based on the data collection results, the percentage of kindergarten readiness in Cianjur Regency to go to child-friendly schools seen from the aspect of child-friendly school policies is 58.81% ready and 41.19% not ready. So it can be concluded that the readiness of Kindergarten in Cianjur Regency towards child-friendly schools seen from the aspect of child-friendly school policies is in the ready category.

However, based on the findings in the field that there are no Kindergartens in the Cianjur Regency that already have a written commitment in the form of pledges/regulations/information posted to prevent violence against children anti-bullying in the form of an integrity pact. Based on these findings, the resulting percentage cannot be said to be 100% valid, considering there are still some differences from the statements submitted by respondents to the instruments with field conditions.

The existence of this written commitment is significant to guarantee and be responsible if a violation occurs so that every school cannot be said to be ready if it does not have that written commitment.

3.2. Implementation of Child-Friendly Learning

Based on the data collection results, the percentage of Kindergarten readiness in Cianjur Regency towards child-friendly schools seen from the aspect of implementing child-friendly learning is 96.68% ready and 3.32% not ready. So it can be concluded that the readiness of Kindergarten in Cianjur Regency towards child-friendly schools seen from the aspect of implementing child-friendly learning is in the very ready category.

According to UNICEF [7], child-friendly learning can create an atmosphere conducive to learning, safe for all, gender-responsive, non-discriminatory, and fully inclusive. Based on the results of observations of the implementation of learning in Kindergarten in Cianjur Regency, the teacher as an educator has carried out a learning process that is fun, full of love, and free from discriminatory behaviour.

However, there are some differences from the interviews' results with the findings in the field; the findings show that there are still many schools that have not shown learning that makes students and teachers active, innovative, creative, and effective. So that this percentage cannot be said to be 100% valid considering the differences between the data submitted by the respondents and the findings in the field.

3.3. Trained Educators and Education Personnel in Children's Rights

Based on the data collection results, the percentage of Kindergarten readiness in Cianjur Regency to child-friendly schools seen from the aspect of trained educators and education personnel on children's rights is 85.61% ready and 14.39% not ready. So it can be concluded that the readiness of Kindergarten in Cianjur Regency towards a child-friendly school seen from the aspect of trained educators and educational staff on children's rights is in the very ready category.

However, when conducting interviews, there are several differences between the respondents' statements and the questionnaire's answers. When implementing child rights training for educators and education personnel, education personnel are still rarely involved in child rights training. Seminars and workshops that discuss children's rights or child development are mostly attended by educators and are usually attended by only two teacher representatives. This is due to a lack of funds to involve teachers or other education personnel. This is quite unfortunate considering that according to Hamzah [8], to educate the nation's life through improving the quality of education really requires the role of educators and education personnel so that a generation that is

intelligent and has moral character, so that not only educators but all parties including education personnel.

So that this percentage data cannot be said to be 100% valid, further research is needed to prove that educators and education personnel have been trained in children's rights.

3.4. Child-Friendly Facilities and Infrastructure

Based on the data collection results, the percentage of Kindergarten readiness in Cianjur Regency towards child-friendly schools seen from the aspect of child-friendly facilities and infrastructure is 65.13% ready and 34.87% not ready. So it can be concluded that the readiness of Kindergarten in Cianjur Regency towards child-friendly schools seen from the aspect of child-friendly facilities and infrastructure is in the ready category.

Permendikbud (Regulation of the Minister of Education and Culture) Number 137 of 2014 concerning National Standards for Early Childhood Education, article 31 paragraph 3 explains the principles of providing infrastructure for early childhood education institutions, including safe, clean, healthy, comfortable, beautiful, according to the level of child development, utilizing the potential and resources in the environmental surroundings and other objects suitable for use and not endangering children's health.

The field findings show that many schools are still not safe, clean, and healthy. This is evidenced by the fact that there are still many inadequate toilets and a few toilets. Nearly 80% of schools have only one toilet, which is not automatically separated between men's and women's toilets. Security is still not optimal, especially in disaster prevention and evacuation tools; only one kindergarten has the tools and has conducted disaster mitigation.

This shows that the readiness of child-friendly facilities and infrastructure for Kindergarten in Cianjur Regency is still weak, it needs further strengthening, especially in the aspects of providing toilets, *UKS* (school infirmary), disaster preparedness, and provision of healthy food, which are the main points in the indicator of child-friendly facilities and infrastructure

3.5. Child Participation

Based on the data collection results, the percentage of kindergarten readiness in Cianjur Regency towards child-friendly schools seen from the aspect of child participation is 95.45% ready and 4.55% not ready. So it can be concluded that the readiness of Kindergarten in Cianjur Regency towards child-friendly schools seen from the aspect of child participation is in the very ready category.

According to Paul [9], to ensure that children's participation can run effectively, you can use the participation model wheel. The wheel of participation describes three spokes of the wheel to represent three principles so that children's voices are heard and taken into account in the implementation of a policy, namely: opportunity; responsibility, and support.

However, field findings indicate that there are still differences in data collection results from respondents with the results of observations by researchers. Based on the observations, it seems that almost 70% of the schools have not fully provided space for children to participate, especially in making rules or regulations at school. Based on the interview results, the teacher admitted that the rules in school or decision making were mostly made by the teacher. This shows that the opportunities that children have are limited and are more dominated by adult decisions, so that children's participation has not occurred effectively.

Therefore, this data cannot be said to be 100% valid; there is a need for deeper research that does reveal facts based on honest children's experiences.

3.6. Participation of Parents / Guardians, Community Institutions, Business World and Other Stakeholders

Based on the results of data collection, the percentage of Kindergarten readiness in Cianjur Regency towards child-friendly schools seen from the aspects of the participation of parents/guardians, community institutions, the business world, and other stakeholders is 82.39% ready and 17.61% not ready. So it can be concluded that the readiness of Kindergarten in Cianjur Regency towards child-friendly schools seen from the aspects of the participation of parents/guardians, community institutions, the business world, and other stakeholders are in the very ready category.

Lansdown [13] explains that one of the implementations of children's rights in child-friendly school programs is to have a program that focuses on family and is community-based. The program focuses on the family, which is an effort to work together between the school and parents to strengthen families to help children's growth and development. Parents and teachers must build harmonious collaborative partnerships. This harmonious collaborative partnership can be established if communication between parents and the school occurs effectively.

The fulfilment of community-based children's rights, namely by strengthening school governance through decentralized, community-based approaches, encouraging parents, local governments, community organizations, and other civil society organizations to participate in education management and financing,

promoting partnerships and community networks that focus on rights and the welfare of children.

The findings in the field show that there has been good communication between schools and parents. However, nearly 90% of schools have never conducted training specifically discussing children's rights for the community or other institutions that discuss children's rights. Training on children's rights is more often held for parents even though the quantity is still small (about at least 2 times a year) and is in the form of parenting activities that do not focus too much on discussing points of children's rights.

So that the facts in the field show that there is still a lack of socialization or understanding of children's rights, especially in the community around schools, institutions or the business world and other interests to find out the basics when they are in or work together with the school.

Therefore, this percentage cannot be 100% valid because conditions in the field have not shown that parents, society, business, and other stakeholders have participated optimally. This is because it still needs to be studied more deeply and even needs concrete evidence submitted by each parent, community, and others regarding their school participation. This data is only limited to information conveyed by school representatives, sometimes there are still differences from the statements submitted with conditions in the field, and some of the statements that were approved were still doubtful.

4. CONCLUSION

Based on the research results, the readiness of Kindergarten in Cianjur Regency towards child-friendly schools, on average, is very ready. Judging from the six indicators of child-friendly schools, the percentage of readiness, namely the aspect of child-friendly school policies, was 58.81%. The aspect of implementing child-friendly learning is 96.68%. The aspect of trained educators and educational staff on children's rights was 85.61%. The aspect of child-friendly facilities and infrastructure was 65.18%. The participation aspect of children was 95.45%, and the participation aspect of parents/guardians, community institutions, the business world, and other stakeholders was 82.39%.

However, although Kindergarten's average readiness in Cianjur Regency is in the very ready category, this data cannot be said to be 100% valid. This is because there are still many differences from the questionnaire data filled out by respondents with field findings.

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