Student's Perception of Child-Friendly School Program in Surakarta During the Pandemic Covid-19

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ABSTRACT
This paper aims to describe student's perception about child-friendly school program seen from three indicators. This program has been implemented since 2018 and faced many challenges in the covid19 pandemic situation in Surakarta. Student's perception are important to map whether this program helps realize the fulfilment of children's right or not. Qualitative method with a case study approach used to explain the question. Data collection techniques were carried out through a several indepth interviews with a number of informants and a set of observation at two schools. Questionnaire used to describe the student's perception about child-friendly school implementation. Data analyses was carried out interactively within the children's rights analytical framework. The result of the study show that students have a positive perception of the existence of child-friendly school programs in their schools. Schools tend to have carried out an established stage of child-friendly school development so that various prerequisite indicators can be met, especially those related to handling acts of violence in schools. In addition, in terms of participation, the application of program enables students to have the courage to report acts of violence that occur in their schools. In addition, students also began to be involved in various school activities that refer to the context of a child-friendly school. Finally, the role of parents is very significant in the development of school. Communication between teachers and parents enables school institutions to understand students in depth. On the other hand, this communication is what parents need to help their children deal with various problems that arise at school.

Keywords: Child-Friendly School, Children's Right, Student's Perception

1. INTRODUCTION

Quality education for all children is the most difficult challenge and at the same time a very important issue in the world of education. Various international policies which were later adopted on a national scale related to education are an effort to provide proper education for children in Indonesia. Education is the right of all citizens. Buchert explains that the origins of the concept of Education For All are generally attributed to the World Conference in Jomtien Thailand in 1990 which resulted in the Declaration on Education For All and the Framework for Action to Meet Basic Learning Needs. The context of EFA, which started to eradicate illiteracy, shifted its focus to providing education rights to all citizens without the obstacles of poverty or gender bias. This EFA concept was later strengthened by the Salamanca Statement in 1994 which specifically included the element of disability in fulfilling access to education for children [1].

These international policies are also strengthened in the framework of child protection through Child Friendly Schools (hereinafter abbreviated as CFS). Although closely related to the CFS policy, this is specifically expected to help children grow and develop optimally through the fulfillment of the rights and protection they need. Unicef (2006) [18] defines the concept of CFS as a program to create safe, clean, healthy, caring and cultured environmental conditions, which are able to guarantee the fulfillment of the rights and protection of children from violence, discrimination, and other mistreatment, as long as the child is in the unit of education, and support children's participation. Efforts to implement this CFS are mediated through six indicators that capture school readiness in terms of child-friendly policies, the learning process, educators and education personnel who are trained in child rights, facilities and infrastructure, children's participation, and the participation of

parents/guardians, the community, the business world, other stakeholders are also alumni.

However, the application of CFS does not necessarily make children's problems disappear. Several evaluation studies conducted on the implementation of CFS tend to associate it with student bullying behavior which is muted through various mechanisms and approaches that minimize this behavior [2]–[5]. Although several results of other evaluation studies also looked at the implementation of CFS from another side, for example, the lack of health facilities, school facilities that must meet the needs of children with health deficiencies [2], and study on students[6]. Early Childhood Education emphasizes the importance of using CFS principles in fulfilling the nutritional rights of children in the school environment. Studies on adequate facilities as the first step in developing schools to become child-friendly [7], teachers' understanding of the CFS program is not followed by the curriculum load is quite heavy for children [8], students' perceptions of child-friendly schools which tend to differ according to the socio-economic context of the school, gender of students, and also the grade level of students [9].

Some of of the studies above are still limited to the implementation and evaluation of the CFS program before the pandemic took place. Whereas in reality almost all forms of learning activities in schools that have been stopped during the pandemic have made various changes, both in learning patterns, interactions between students and teachers, various learning adjustments made online at home and so on. This study seeks to describe the student's perception about CFS program carried out by schools as an effort to realize the rights and protection of children.

2. LITERATURE REVIEW

Children need the role of adults to realize the fulfillment of their rights and protection. One of the affirmative movements to accelerate this is the issuance of the CFS policy. Unicef (2006) [18] defines the concept of Child Friendly School as a program to create safe, clean, healthy, caring and cultured environmental conditions, which are able to guarantee the fulfillment of children's rights and protection from violence, discrimination, and other mistreatment, as long as the child is in the unit education, and support children's participation. In addition, the CFS concept is also related to democratic life [10].

Living in a democratic and ever-changing word requires children to learn basic facts about their rights and to acquire the necessary democratic life skills. The skills to live such a democratic life can be obtained through the surrounding environment, one of which is from school. The environment is one of the driving forces for the creation of democratic principles of life which are then accustomed to children. A conducive environment for children is very important to develop children's understanding of their rights and the rights of

others which in turn will have implications for children's ability to develop their life skills. Children are given the ability to participate in democratic life where their opinions, opinions and desires can be properly expressed and respected. CFS is a framework designed by Unicef to address this need. CFS are schools that recognize and familiarize the acquisition of children's basic rights. A school is considered child-friendly if it provides a safe, healthy, and protective environment for children. In child-friendly schools, children's rights and children's diversity are respected [2]

Unesco [19] stated that in the CFS, all children's rights are respected and all children—including children who are poor, disabled, live with HIV or come from ethnic and religious minorities—are treated equally. Therefore, a child-friendly learning environment is characterized by equity, balance, freedom, solidarity, non-violence and concern for physical, mental, and emotional health. Child-friendly schools accustom the school environment to be child-friendly, encouraging child development in schools and in child-friendly communities. Child-friendly school defines as a democratic environment based on children's rights, where all students are accepted without discrimination [11]. Meanwhile, CFS is a school model based on children's rights to minimize acts of violence with the aim of providing protection and guaranteeing children's rights during activities at school [2].

The principle underlying the CFS framework is the Convention on the Rights of the Child which states that all children, both girls and boys in the State of Indonesia, have:

1. The right to survive, which includes the necessities of life, namely food, clothing, housing and medicine

2. The right to develop, meaning that children have the right to develop their potential to the fullest which includes the right to be educated, to play, to rest, to be involved in cultural activities and to have access to news and information

3. The right to protection from all forms of abuse, neglect, and exploitation. The Convention on the Rights of the Child explicitly states that children must be protected from all forms of physical or mental violence. Children must not suffer inhumanely or suffer degrading treatment and punishment. Discipline in schools must be consistent with the child's human dignity

4. The right to participate with freedom of expression in society, in matters that affect children's lives, and in a way that prepares children to take on roles in situations of increasing responsibility as they mature

There are six indicators used by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia to implement CFS in a school in accordance with the CFS development policy in 2014. These indicators are fulfilled gradually according to the

conditions and situations contained in each school so that the implementation of CFS does not the same in every school because it depends on the ability of each school. These indicators are:

1. There is a child-friendly school policy in school
2. Implementation of a child-friendly learning process
3. Educators and education personnel who are trained in children's rights
4. Child-friendly school facilities and infrastructure
5. Children's participation
6. The participation of parents/guardians, community institutions, the business world, other stakeholders and alumni.

Several studies show various efforts made by schools to develop CFS. Makwarela and Mammen show that the social construction of violence is closely related to how teachers practice safe, caring, and child friendly principles in schools which are models for implementing CFS [4]. This research is enriched by Thomas, Jose and Kumar in the case of India who recommends a model of child protection through positive schooling that makes all students in an equal and happy situation in their learning environment [12]. Furthermore, Moore's study argues that the application of CFS can actually be done to develop a support system for children who have experienced trauma or deep loss. The school in this case becomes a place of healing that actually provides a sense of comfort and security for students and not the other way around [13].

The existence of CFS ideally minimizes child problems. However, many studies have shown that efforts to fulfill and protect children's rights through CFS are not running optimally. In the Indonesian context, Wadhah & Mujiwati identified difficulties in implementing child-friendly schools due to limited human resources and funding from the side of school management [14]. Furthermore, the success of implementing child-friendly schools has not been maximized because it has not been supported by the application of a positive school culture [15]. Meanwhile, Rangkuti argues that the successful implementation of child-friendly schools must be supported by cooperation and commitment between school members and the community as well as the role of parents [16]. In terms of curriculum, study explains that in terms of quantity, the curriculum applied in elementary schools is considered not to accommodate the interests of children. Elementary School students are given 16 weekly modules or subjects. As a result teachers are forced to focus more on scores in each subject than the needs of students in the classroom because they have limited time but many subjects to teach. This condition is considered not to allow the implementation of the CFS concept coupled with the school children's homework given by the teacher every day. Thus, the curriculum becomes a barrier to achieving CFS [8].

3. METHODOLOGY

A qualitative method with a case study approach used to explain the question. Data collection techniques were carried out through a several indept interviews with a number of informant (teacher, parent, and students), an observation at two schools in Surakarta. Questionnaire to see the student's perception on CFS implementation spread by google form over students in two school. Response data analyses was carried out interactively within the children's rights analytical framework.

4. RESULT AND DISCUSSION

The implementation of the child-friendly school program in the city of Surakarta was carried out in stages starting in 2018 in line with the implementation of a child-friendly city with the ultimate goal of fulfilling the rights and protection of children carried out jointly from the family, community and government. As a policy holder, the government has a role as a policy maker for children. The role of government is complemented by the role of the community and family as institutions that are close to the lives of children on a daily basis. Yosada & Kurniati explained that in an effort to realize CFS it is necessary to be supported by various parties, including families and communities which are actually the closest educational centers for children. A supportive, protective environment that provides a sense of security and comfort for children will greatly assist the process of finding identity [17].

Habits of children have a tendency to imitate, try and seek recognition of their existence in the environment in which they live. The family environment is the first and foremost education for children so that the family plays a role as economic protection, as well as providing space for expression and creativity. Meanwhile, the school environment plays a role in serving the needs of students, especially those who are marginalized in education, caring for children's conditions before and after learning, caring for health, nutrition, and helping learn to live healthy, respecting children's rights and gender equality, as a motivator, facilitator and friend for children. Likewise with the role of the community as a community and place of education after the family, establishing cooperation with schools. as a recipient of school output. Society and family are two institutions that act both as examples and protectors of children in everyday life.

Based on the results of the questionnaires that were responded to online by 390 students from 2 schools regarding the implementation of CFS in their schools, it was obtained that the students knew about the implementation of CFS. Their schools have also implemented various activities, policies and behaviors that refer to the six indicators for implementing child-friendly schools from the Ministry of Women's Empowerment and Child Protection.
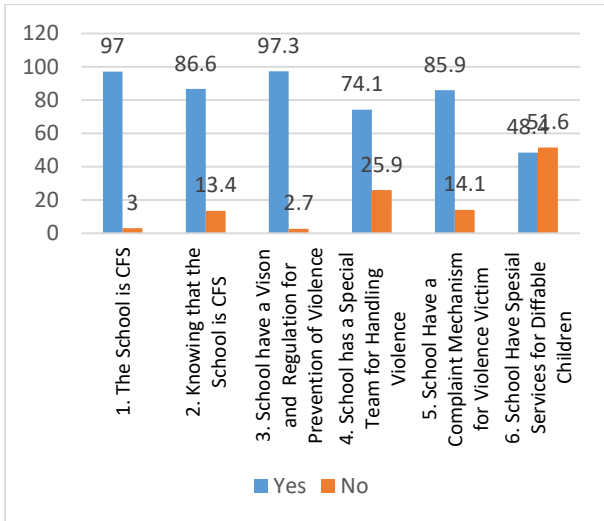
Figure 1. Student's perception on CFS policy

One of the CFS indicators is the existence of policies that support CFS in these schools. The results of the research through questionnaires which were responded to by about 97 students illustrate that students know that their school is a child-friendly school. This is suspected because each school has a sign in front of the gate that reads "Child Friendly School" so that it visually describes the school as a CFS. Since the issuance of the Surakarta City Government's policy to implement the CFS, all schools are required to make the identity board. The goal is to make people aware of the existence of CFS in their neighborhoods. In addition, visually the board is a form of habituation to institutionalize child-friendly schools.

Most students also know that their school has a vision and regulations to deal with forms of violence against children in schools so that schools also have a special team (usually consisting of counseling teachers, homeroom teachers and committees) to handle violence against children. Students also know that their school has a complaint mechanism in case of violence against students at school. Thus they have the courage to report to the school if they see or become victims of violent behavior at school. Unfortunately, according to them, schools do not yet have special services for children with special needs. Here it is more intended for facilities and infrastructure services that make it easier for disabled students to mingle and attend school together.

The diagram in Figure 2 explains students' perceptions on children's participation in school. Students have a peer community within the school that functions to minimize violent behavior between students. For example, student council organizations, scouts, *paskibra* and various group activities in student extracurricular activities. Some students are also involved in the organization of children's forums where they live, making it easier for them to access information about children.

The children's forum is an organization formed by the Surakarta City Government to accommodate children's participation in the context of implementing CFS. In this context was responded to by students quite well, ie more than 50% gave a "yes" response to several questions related to children's participation. Among them, 84% of schools have peer communities to stop violence in schools, 50% of students are involved in budgeting and CFS activities, 50% of students are also involved in drafting school regulations. As many as 80% of students are involved in school activities that intersect with CFS. In the context of eliminating violence in schools, 90% of students know that their school has a complaint facility for cases of violence against children in schools. 83% of students feel brave to report if they see or experience violence at school. Finally, in relation to knowledge about children's rights, 72% of students have received child rights training at their school. Meanwhile 58% of students feel that they have the right to propose something related to the implementation of CFS.
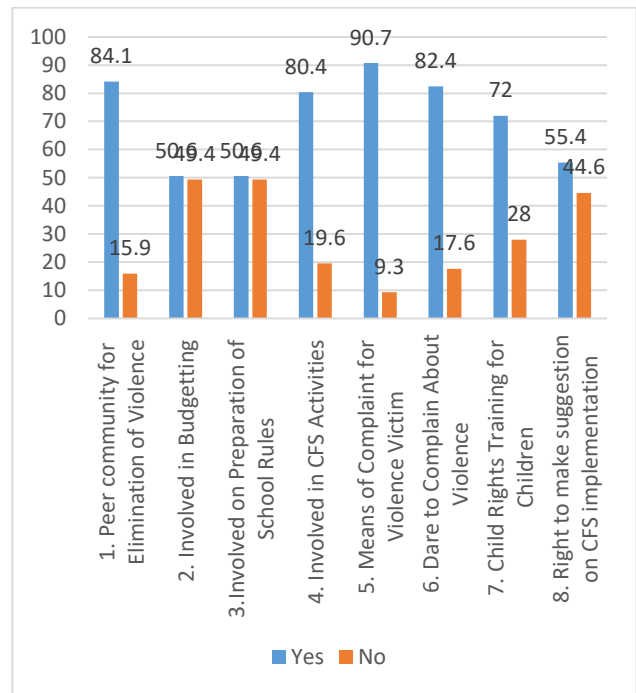

Figure 2. Student's perception on participation

Involvement parents and the community are very important in implementing CFS. In the context of the application of CFS, seen from the indicators of achievement, it can be seen that students have a fairly good perception, especially regarding parental involvement. 70% of students informed that they often shared all the problems they faced at school. 80% of students also answered that parents provide solutions and responses to problems experienced by students at school. 90% of students feel that their parents give advice about their children's learning at school. The relationship between parents and parents is well established for the benefit of reporting student progress

and their development at school. Parents are also a source of teacher knowledge if they experience difficulties in the child's learning process at school. 80% of students said that the school has a communication forum between teachers and parents which is used to exchange information between teachers and parents. There are 51% of students answered that parents often ask teachers about their child's learning progress at school. However, even though there is a communication forum, in fact only 42% of students answered that parents often discuss intensively with teachers through social media to discuss problems faced by students at school.
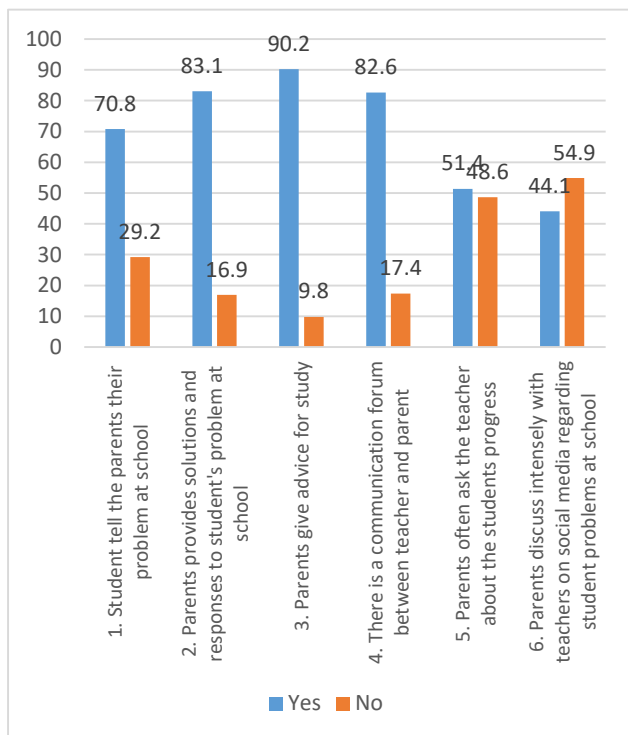

Figure 3. Student's perception on parent's role

5. SUMMARY

The implementation of child-friendly schools is perceived by high school students as positive, seen from three things, namely the school's CFS policy, children's participation and the role of parents. Students have a positive perception of the existence of child-friendly school programs in their schools. Schools tend to have carried out an established stage of CFS development so that various prerequisite indicators can be met, especially those related to handling acts of violence in schools. In addition, in terms of participation, the application of CFS enables students to have the courage to report acts of violence that occur in their schools. In addition, students also began to be involved in various school activities that refer to the context of a child-friendly school. Finally, the role of parents is very significant in the development of CFS. Communication

between teachers and parents enables school institutions to understand students in depth. On the other hand, this communication is what parents need to help their children deal with various problems that arise at school.

AUTHORS' CONTRIBUTIONS

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