The Practice of Child-Friendly Schools at the Elementary Level in Sukabumi Regency as Part of Efforts to Create Child-Friendly Districts

Santi Maelani(✉), M. R. Gabby Ayu, Jeri Andrian, and Teofilus Ardian Hopeman

Elementary School Teacher Education, Nusa Putra University, Sukabumi, Indonesia
{Santi.maelani_pgsd19,gabby.ayu_pgsd19,Jeri.andrian_pgsd19,
teofilus.ardian}@nusaputra.ac.id

Abstract. Violence is a hot topic these days, not just in education, but in all areas. To solve this problem, the government introduced a child-friendly school policy. Child-Friendly School is committed to realizing children's rights and providing them with a quality education. The purpose of this study is to describe the implementation of a child-friendly curriculum at the primary level of Sukabumi District. This type of research uses descriptive qualitative methods through library research or desk research. Data is collected through text and insight research from relevant sources such as relevant articles, articles and books. The results of this study show that child-friendly school implementation in schools can run smoothly when all elements of the school are involved. Child-friendly schools come about when schools, families and communities work together to create child-friendly schools. To qualify as a child-friendly neighborhood, Sukabumi must respect children's privileges under the Convention on the Rights of the Child and request data from various stakeholders.

Keywords: Implementasi · SRA · KLA · FAN · PATBM

1 Preliminary

Children are pioneers of movers and leaders who will determine the future of the life of a nation. Children, like an investment in a country, have the right to protection, growth, and development, because the future of the country, namely the younger generation, is in their hands [1]. Similarly, the children were a gift from Almighty God are considered the most valuable assets compared to other assets, and these assets are always maintained and protected because children have values, dignity, and rights inherent as human beings that must be preserved [2]. However, the reality is that until now the rights of the child have not been properly fulfilled. Many forms of violence against children, exploitation, discrimination, and other forms of violence continue to occur. [3].

Violence has recently become a hot topic of conversation in all circles, as well as in the world of education. Furthermore, The phenomenon of violence in the school

environment gets a sharp spotlight from the community[4]. There are several forms of violence that are generally experienced by students in schools, namely physical violence, and psychological violence. Physical violence is a form of violence that causes injuries to children, such as being beaten and mistreated. Psychological violence, namely violence that is carried out emotionally includes humiliation, harassment, reproach, or saying words that hurt feelings, hurt self-esteem, lower self-confidence, and make students feel humiliated, low, ugly, useless, and helpless. Indonesia is a country with a very worrying record of violence against children in schools, this is confirmed by the data from the Indonesian Child Protection Commission (KPAI) 2020 which the number of complaints of violence in the education environment reached 1,567, or 24% of the total complaints.

Furthermore, according to the Head of the Office for Women's Empowerment, Child Protection and Family Planning (DP3AKB) of West Java Province, there were 505 cases in 2021, and the number of violence cases in 2021 was higher than in previous years. In 2020 there were 389 complaints while in 2019 there were only 95 complaints of violence. The Mother of the West Java Regional Children's Forum (FAD) said that the West Java.[5] (Fig. 1).

DP3AKB majority of forms of violence were psychological, namely 44%. They were then followed by physical violence, domestic violence, then sexual violence. Issues related to violence against children also occur, especially in Sukabumi Regency. According to online media reports Republika from 2021 to 2022, the Women and Children Protection Team (PPA) of the Sukabumi Criminal Investigation Bureau successfully solved hundreds of cases of violence against children and women in Sukabumi District, including 6 cases. Domestic violence and 6 victims, 53 sexual violence and 69 victims, 7 trafficking and 7 victims and 17 cases and 17 other victims.
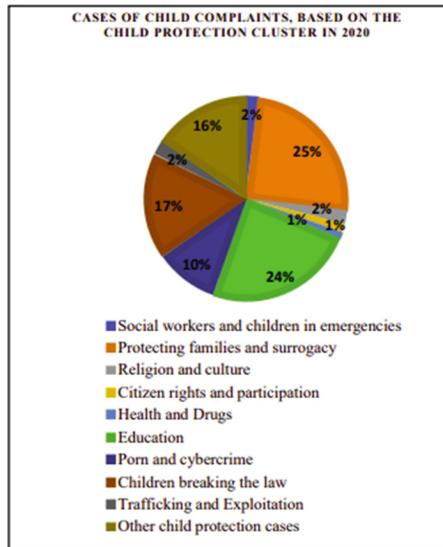

Fig. 1. Percentage of Child Complaint Cases in 2020

Based on field data, we can conclude that schools are not safe and comfortable places for children. It is written in the Ordinance of the Minister of Education and Culture (Permendikbud) no. 82 of 2015 that violence within or between educational units can result in crime and trauma to students. Trauma and crime result in the disruption of learning activities, thus hampering efforts to achieve quality human resources.

In response to these issues, the Government of Sukabumi District is working to prevent and improve child protection in education through Child-friendly school policy agreed by the Ministry of National Education and the Ministry of Women's Empowerment and Child Protection. Child-friendly schools are thought to be crucial in protecting children's rights and making them feel at ease by respect each child's potential and organize a teaching and learning system that matches the child's psychological state so that the brain can work together smoothly in the learning process. Superior, optimal, and efficient.

2 Literature Review

2.1 Child-Friendly School (SRA)

Child-Friendly Schools (SRA) were brought into the world from two major things, specifically, the state should complete the mission to understand the freedoms of kids in the Rights of the Child's Convention 1990 ratified in Indonesia and secondly, there is a demand from Child Protection Act No. 23 of 2003. Children and Law No. 35 of 2014, Amendment to Child Protection Law No. 23 of 2003 in Sect. 54 states: "(1) Physical, psychological, and sexual offenses, as well as other crimes committed by educators, educational staff, classmates, and/or other parties, shall be protected from children in and in educational units.". Passage 2 peruses as follows: "(2) The security as alluded to in Sect. (1) is completed by teachers, training staff, government authorities, as well as people in general." Regarding children's rights, Child-friendly schools were established in accordance with Article 4 Article 3 of the Law of the Republic of Indonesia No. 23 of 2002 on the protection of children, free from pride, participation, malice and exclusion. Child Friendly Schools The Program Policy is one of the policies issued by Ministerial Regulation No. 8 on the Advancement of Women and Child Welfare of the Republic of Indonesia on Child Friendly school policy.

Ministerial Regulation No. 8 2014 of the Minister for Women's Empowerment and Child Welfare on child- friendly school policy states that youth schools are the educational unit in all projects., learning activities and policies to ensure the implementation of a friendly, safe, clean and healthy environment. Furthermore, Child- friendly schools are about making schools more comfortable for children and ensuring that children understand and protect their rights, because school is a second home [6]. Behind their very own house. Meanwhile, according to Wuryandani et all, the child-friendly school model is not merely a theoretical concept or method [7]. Child- friendly schools are an educational principle that recognizes child-centered education as a component of human rights, with the goal of realizing the child's right to a high-quality education. In general, child-friendly schools should be built all the time.

Based on this point of view, it can be concluded that child-friendly schools are essentially schools that fully provide children's rights as well as classroom and school

management. This means a school that upholds the rights of children in school. Children's rights include children's rights to education, comfort, security, and freedom of expression in a friendly and loving learning environment that has a high impact on children's development and is free from discrimination.

2.2 Child-Friendly School Indicators

The definition of school indicators is stated in Regulation No. 8 of 2014 of the state ministers for Women's Empowerment and Child Welfare of the Republic of Indonesia (Ministry of PPPA). Child- friendly learning is a variable that assists educational institutions in measuring and evaluating their efforts to achieve, secure, and protect them. Children's rights to the establishment of child-friendly schools.

It is possible to conclude that the child-friendly school indicators are the factors that schools should ideally implement in order to become child-friendly schools. Child-friendly school indicators in accordance with the Regulation of the Republic of Indonesia's Minister of State for Women's Empowerment and Child Welfare (Ministry of PPPA) No. 8, 2014 on Eco-friendly School Policy children in Chapter III on School Audits and Indicators, according to reports, indicators for child- friendly schools are being developed to track student progress. of the SRA, consisting of 6 (six) Essential components, such as:

1) *Child-Friendly School Regulation;*
2) *Application Program;*
3) *Educators and Education Staff Have Received Child-Rights Training;*
4) *School Facilities and Infrastructure Are Child- Friendly;*
5) *Children's Participation; and*
6) *Involvement of Parents, Community Organizations, Businesses, Other Stakeholders, and Graduates.*

2.3 Purpose of Child-Friendly School

Child-Friendly Schools aims to establish an educational institution in Indonesia that protects and guarantees the children's rights. School is a secure and comfortable environment for children. This secure and comfortable setting allows children to reach their full potential while maintaining their human dignity[8]. This is consistent with the goal of national education, as stated in Law No. 20 of 2003 on national education principles and child protection.

Meanwhile, The objectives of the child-friendly school program include forestalling brutality against youngsters and other school individuals, keeping kids from becoming ill because of food contamination and an unfortunate climate, forestalling mishaps in schools impacted by the framework [9]. or on the other hand the effect of catastrophic events, prevent children from becoming smokers and drug users and build stronger, more informed and higher quality connections among students, work with observing of youngsters' circumstances while in school, facilitate the achievement of educational goals, and create a green and orderly environment child growth. Consistent with the previous view, The goals of child- friendly schools are: First, ensure that every child

is free from violence through child-friendly schools. Second, the education unit fosters children to grow and develop into responsible individuals [10].

There are several components that are used as benchmarks for achieving SRA, namely in terms of learning. Based on the Regulation of the Minister of State on Women's Empowerment and Child Welfare of the Republic of Indonesia No. 8, 2014 on child-friendly school policies in the learning component, several indicators needs to be met to become an SRA, namely:

- Curriculum documents are available
- Child-centered educational planning
- The teaching and learning activities' process
- Assessment of children's learning outcomes. According to Thapa, Cohen, Guffey, & Higgins-

D'Alessandro creating a critical SRA atmosphere is grounded in the school experiences of others and reflects standards, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures [11].

Referring to the above, the authors conclude that child-friendly schools aim to satisfy youngsters' privileges at school. The personality of youngsters who are innovative, love to play, want to know a lot of things, and always feel curious makes the school must provide a place for children to feel their needs are fulfilled. Especially for elementary school-age children, child- friendly schools not only help realize the right of children to be entitled to adequate facilities during their school years, but also as a safe place for children to go through a period of growth without violence, discrimination, and actions that can hinder their development.

2.4   National Children's Forum (FAN)

With reference to Article 1 on Implementation of Children's Forum in Ministerial Decree No. 18 of 2019 on Promotion of Women and Child Protection, it is stated that Children's Forum is a forum in which children participate., whose members are representatives of children's groups or groups of children's activities or individuals represented by children. Managed and fostered by the government as a means of guiding the desires, voices, opinions, desires, and needs of children in the development process. With the establishment of the Children's Forum, children have a place or place to learn and play, and children also get welfare and protection from the government with the Children's Forum. Given that the children's forum is a vehicle for children to express their wishes, the children's forum is the main pillar of children's participation, especially at the community level (Pastor of Women's Empowerment and Child Protection Regulation Number 3 of 2012 concerning Child Participation Policy).

The national children's forum is a declaration of support for the realization of child-friendly schools. Quoted from The National Children's Forum (FAN) is the children's organization, sponsored by the Government of the Republic of Indonesia through the Ministry of Women's Empowerment and Child Protection, aims to promote communication and interaction between the government and children across Indonesia and to protect children's right to participate. Currently, FAN has spread from village, district, sub-region, district/town to province level.

The definition of the national children's forum mentioned above can be understood as a meeting place for children from various groups to discuss several things related to problems, development, and conditions of children. The forum is held in government management agencies at the sub-district, village, district, sub-district, district/city, provincial, and even national levels. The children's participation forum in the Sukabumi area, namely FORBUMI (Forum Barudak Sukabumi) serves as a pioneer and reporter (2P) which is fostered by DP3A with regards to understanding youngsters' cooperation rights.

2.5   Community Based Integrated Child Protection (PATBM)

Society has an important role in protecting children. Various laws such as the PKDRT Law, PTPPO Law, Child Protection Law, etc. provide ample space for the community to play an active role in protecting these groups. The strategy that needs to be considered is to encourage community participation. Community involvement in child protection must be realized through a variety of mutually supportive strategies. Examples of community involvement in child protection can be seen in their contributions to various programs. Therefore, community participation in these various projects must be interpreted as high-quality participation that has a real impact on development projects (Mulyani, Winarni, Harsoyo, & Nurhadi, 2017, p. 177). Based on the record of increasing violence in Indonesia, KPPA has developed policies aimed at preventing and reducing violence in Indonesia. Then a movement called Community-Based Integrated Child Protection (PATBM) was formed. This movement was formulated with the aim of reducing the number of child abuse in Indonesia.

Reporting Community-Based Integrated Child Protection (PATBM) is an empowerment program launched by the central government of the KPPPA Partnership in child protection. By compiling the plan as a national strategy, KPPPA provides guidelines for the implementation of child protection that can be integrated with existing plans in the regions. This strategy is formulated in accordance with the central government's authority mandated by Law Number 23 of 2014 to carry out strategic affairs for the national interest (article 13) and to establish norms, standards, procedures, and criteria (article 16).

Community-Based Integrated Child Protection (PATBM) is a movement of community-level citizen networks or groups working together to achieve child protection goals. PATBM is a community initiative that spearheads prevention efforts by raising public awareness of changes in understanding, attitudes and behaviors to keep children safe. The movement can be managed by leveraging and developing the capabilities of existing institutional structures, or by building new institutional structures as needed (socializing advocacy and the PATBM activist appointment). The authors can therefore conclude that community-based integrated child protection (PATBM) is a community-based approach integrated with other social welfare and crime prevention programmes. This is an effort to protect children from violence, neglect, child trafficking, and other forms of child abuse.

2.6 Child Friendly District (KLA)

Child-friendly Counties/Towns or commonly abbreviated as KLA is a term first coined by the State Department for Women's Empowerment and Child Welfare in 2005.[12] According to Lynch, the environment The best urban environment for children is the social and physical environment. Strong community; a community with clear and firm rules; opportunities for children to learn and explore their surroundings and the world; and educational institutions that provide opportunities for children to learn and explore their surroundings and the world. [13].

To understand a youngster accommodating region in the improvement arrangement of a managerial region that coordinates government, local area, and business responsibilities and assets that are arranged completely and economically in strategies, projects, and exercises to satisfy kids' freedoms in every aspect of improvement, indicators for child-friendly districts are made in accordance with Ministerial regulations. State of Women's Empowerment and Child Protection Number 12 of 2011.

The Child-Friendly Districts indicator is a component that ideally assists local governments in realizing children's rights and the Child-Friendly Districts values. Article 5 of Minister of State Regulation No. 12, 2011 on Promotion of Women and Children's Protection in the Republic of Indonesia, each district/city can be classified as a child-friendly district if the child's rights have been achieved as measured by child-friendly district indicators, including:

- The existence of laws, regulations and policies to realize children's rights and the share of budgets for realizing children's rights, including institutional development budgets, are examples of institutional strengthening, the number of laws, the number of Rules, policies and plans to receive input from children and other groups of children Availability of human resources (HR) trained in KLA who can implement child rights in policies, programs and activities By gender, age and region Available data on children categorized in Community involvement Organizations to realize children's rights and corporate involvement to realize children's rights.
- Children's rights are classified into five categories: 1)civil rights and liberties; 2) family and respite care environments; 3) basic health and well-being. 4) Educational, recreational, and cultural applications, and 5) special protection.

3 Research Methods

This study uses the qualitative descriptive method, which is a literature study using books and other literature as the primary object. Researchers collect data to reveal various theories by looking for research data or information by reading scientific journals, and reference books relevant to the research content such as online news media index, Google Scholar, National Electronic Library, and the like. This technique aims to reveal various theories related to the problem under study as reference material in the discussion of findings.

4   Results and Discussion

This study examines the implementation of child- friendly schools at the elementary level in Sukabumi Regency in an effort to create child-friendly districts. The Sukabumi Regency Government seeks to maximize child empowerment programs, especially in the field of education by agreeing to have child-friendly schools in the education unit. The establishment of this child- friendly school is a follow-up to the Ministry's decision to realize the rights of children in the education unit. Education units as providers of educational services that are directly related to children and the community are coordinated by the Ministry of National Education and local governments to ensure the safety, security, and welfare of children in their growth, development, and survival in the educational environment.

Sukabumi Regency's implementation of the Child Friendly School Program has progressed through several stages: 1) Human resources and assistance in establishing the infrastructure for the Child Friendly School Program. 2) Instilling child-friendly school values in the educational process. 3) The school is dedicated to maintaining a child-friendly school program while maintaining a positive attitude.

As a result, child-friendly school programs not only treat children well, but also meet their needs. Children are served, protected, and involved in child-friendly schools. Being a teacher here is about providing good service in learning. Then as an institution, it is stipulated that schools must meet the needs of children and must be given freedom of expression and opinion. Researchers conclude that a successful program requires both enabling and disabling factors. Several factors are believed to support the implementation of child-friendly school programs in Sukabumi District., namely the existence of motivation, willingness, and a sense of responsibility from various parties, as well as the existence of rules that serve as the foundation for future protection of children's rights.

According to Law Number 35 of 2014 Concerning Child Protection is a government policy that should be praised because its adoption is a visible manifestation of the government's commitment to raising a quality generation. Mutual agreement to take basic steps to ensure a better future for children in Sukabumi, such as socialization, advocacy, and facilitation in a planned, integrated, and sustainable manner, ensuring the legitimacy and sustainability of existence as a commitment between the Regional Government and the House of Representatives Region (DPRD) of Sukabumi Regency to Child-Friendly Regency. Meanwhile, the availability of teacher resources, budget, facilities, and infrastructure to support the Sukabumi District Child- Friendly School Program is a barrier to its implementation, and it needs to be improved. A child- friendly school program cannot be implemented unless all schools participate. Weak Collaboration Between Stakeholders and Policy Implementers.

The end from the clarification above can be said that the execution of youngster well-disposed schools in schools can run as expected in the event that all components of the school are involved. To be known as a kid cordial locale, Sukabumi should satisfy youngsters' privileges in the Convention on the Rights of the Child and require information from different partners. Child- friendly schools can be achieved if schools, families, and communities work together to create child-friendly schools. A supportive environment will help students achieve a comfortable learning environment. Here too, the school needs to accept any child's situation.

When implemented in the field, it is hoped that child- friendly schools can provide a comfortable space for children where they can participate openly in various activities, and social life, and help children grow and develop. The main principle in organizing child-friendly schools is a friendly, non-discriminatory school area, mutual respect for the right to life, and respect for children.

References

1. S. Fitriya, R. Hidayat, and M. F. Rizki, "Implementasi Kota Layak Anak Melalui Program Sekolah Ramah Anak (SRA) di Kota Bekasi," *J. Kaji. Ilm.*, vol. 21, no. 4, pp. 377–390, 2021.
2. S. Haling, P. Halim, S. Badruddin, and H. Djanggih, "Perlindungan hak asasi anak jalanan dalam bidang pendidikan menurut hukum nasional dan konvensi internasional," *J. Huk. Pembang.*, vol. 48, no. 2, pp. 361–378, 2018.
3. I. Fauzi, "Dinamika kekerasan antara guru dan siswa: Studi fenomenologi tentang resistensi antara perlindungan guru dan perlindungan anak," *Tarbiyatuna J. Pendidik. Islam*, vol. 10, no. 2, pp. 158–187, 2017.
4. N. C. M. Diyah, "Kekerasan Dalam Pendidikan (Studi Fenomenologi Perilaku Kekerasan Di Panti Rehabilitasi Sosial Anak)," *Paradigma*, vol. 4, no. 3, 2016.
5. N. Rohmawati and E. Hangestiningsih, "Kajian program sekolah ramah anak dalam pembentukan karakter di sekolah dasar," 2019.
6. S. Rahmatunnisa and F. Herviana, "Hubungan antara Kegiatan Outing Class dengan Kemampuan Kognitif Materi Makhluk Hidup di Sekolah Ramah Anak," *eL-Muhbib J. Pemikir. dan Penelit. Pendidik. Dasar*, vol. 5, no. 1, pp. 12–25, 2021.
7. W. Wuryandani, F. Faturrohman, A. Senen, and H. Haryani, "Implementasi pemenuhan hak anak melalui sekolah ramah anak," *J. Civ. Media Kaji. Kewarganegaraan*, vol. 15, no. 1, pp. 86–94, 2018.

8. M. Hajaroh, A. P. Rukiyati, and B. Saptono, "Analisis kebijakan sekolah ramah anak di kawasan pesisir wisata," *Yogyakarta CV Andi Offset*, 2017.
9. S. R. Rangkuti and I. R. Maksum, "Analisis Implementasi Kebijakan Sekolah Ramah Anak Di Smp Negeri 6 Depok," *JPSI (Journal Public Sect. Innov.*, vol. 4, no. 1, pp. 8–19, 2019.
10. B. Sutami, D. Setyawan, and N. Fithriana, "Implementasi program sekolah ramah anak dalam mewujudkan Kota layak anak di Kota Batu," *Reformasi*, vol. 10, no. 1, pp. 19–26, 2020.
11. A. Thapa, J. Cohen, S. Guffey, and A. Higgins-D'Alessandro, "A review of school climate research," *Rev. Educ. Res.*, vol. 83, no. 3, pp. 357–385, 2013.
12. A. A. Agung and H. Hariri, "School-based management in realizing child-friendly schools in the era of covid-19 pandemic in an Indonesian school," *Int. J. Educ. Res. Soc. Sci.*, vol. 2, no. 4, pp. 637–647, 2021.
13. H. Patilima, "Kabupaten Kota Layak Anak," *J. Kriminologi Indones.*, vol. 13, no. 1, 2018.