



Implementation Of Child-Friendly School Policies In Inclusive Elementary Schools (Case Study At Unesa Lab-School Elementary School)

Vicky Dwi Wicaksono¹, Hitta Alfi Muhimmah¹, Wahyu Sukartiningsih¹, Mulyani¹, Julianto¹

¹Universitas Negeri Surabaya, Surabaya, Indonesia
vickywicaksono@unesa.ac.id

Abstract. In the 2020 Child Friendly Schools policy guidebook, it is explained that the Child Friendly Schools (SRA) policy is a mandate to protect children wherever they are. To make this policy successful, a lot of efforts are needed that are carried out thoroughly and involve all sectors including the children themselves. According to research results, good collaboration of all elements in implementing the child-friendly school model brings comfort, peace, security, and a better quality of life (Fitriani, 2021). The ultimate goal of this SRA is the harmonization of life, synergy at all. No one is hurt and hurt. Everyone is happy to carry out their respective roles at school (Binsa, 2023). However, in reality on the ground, it is known that data obtained from the Child Protection Commission data bank for the last 6 years (2016-2022) obtained the number of cases of child abuse totaling 35,610 cases of violence against children. This research will be conducted at the UNESA Labschool Elementary School which has the characteristics of a Child Friendly School, and has even become an inclusive school. Many students with special needs attend school there. The purpose of this study was to determine the implementation of child-friendly school policies. This research method uses descriptive qualitative. Data analysis, using case studies. Data mining techniques using interviews, observation, and documentation..

Keywords: policy implementation, child-friendly schools, inclusive schools

1 Introduction

The Indonesian government is committed to fulfilling children's rights and protecting children, especially in the field of education. This commitment is explained in article 28C paragraph (1) of the 1945 Constitution of the Republic of Indonesia which states that "Everyone has the right to develop himself through meeting basic needs, has the right to education and obtain benefits from science and technology, art and culture, in order to improve the quality of life and for the welfare of mankind. Furthermore, Article 28B paragraph (2) of the 1945 Constitution states that "Every child has the right to

survival, growth and development and is entitled to protection from violence and discrimination". In the 2020 Child Friendly Schools policy guidebook, it is explained that the Child Friendly Schools (SRA) policy is a mandate to protect children wherever they are. For the success of this policy, a lot of efforts are needed that are carried out thoroughly and involving all sectors including the children themselves.

As long as they are in the education unit, the government makes a child protection policy in the education unit called Child Friendly Schools (SRA). SRA must be able to ensure that the education unit is able to develop children's interests, talents and abilities and prepare children to be responsible for a life that is tolerant, mutual respect, and works together for progress and a spirit of peace. [1]. SRA implementation is very complex. Schools that implement SRA mean they are ready to commit that all activities are designed to pay attention to children's rights. Starting from preparing lesson plans, implementing learning, and evaluating learning outcomes, it is mandatory to pay attention to playing time and rest, planning teaching materials that are appropriate to the conditions of the child, setting the learning environment to enable students to learn actively, developing teaching materials that are not limited to textbooks, prioritizing culture. local culture, children are given the opportunity to appreciate local cultural arts, develop children's interests and talents, use educational game tools, create a learning atmosphere that develops aspects of caring for the environment. Carry out authentic assessments in learning outcomes and processes [2]

According to research results, good collaboration of all elements in implementing the child-friendly school model brings comfort, peace, and a better quality of life [3]. The ultimate goal of this SRA is the harmonization of life, synergy at all. No one is hurt and hurt. Everyone is Happy to carry out their respective roles at school [4]. Data obtained from the data bank of the Child Protection Commission for the last 6 years (2016-2022) obtained a total of 35,610 cases of child bullying. Among them, social cases of children in emergency situations (abandoned children, street children, homeless children, children with special needs), families in alternative care (child victims of divorce, abandoned children, child victims outside of marriage), religion and culture (child victims of religious conflicts, children victims of early marriage, children victims of radicalism), civil rights and participation (child victims without birth certificates, children of LGBT offenders, LGBT victims, children of victims of mixed marriages), Health and Drugs (children who use drugs, children with HIV/AIDS), Education (child victims of brawls, victims of sexual violence, child victims of bullying), pornography and cyber-crime (child victims of sexual crimes, pornography victims), children facing the law (children of physical violence, perpetrators of murder, perpetrators of sodomy, perpetrators of theft). The data is recapitulated by the KPAI data bank based on the number of complaints received. They report directly, through online media, telephone, or send letters.

Based on these data, child-friendly schools are increasingly becoming a concern in the education sector, especially in the school environment. The child-friendly school policy is important because it contains character education that is vital, safe, clean, healthy,

caring and cultured, environment, capable of guaranteeing, fulfilling, protecting children from violence, discrimination and other unfair treatment [5]

One of the child-friendly school programs is not to discriminate against students with various types of needs. Students with special needs are given equal opportunities and rights to receive learning in the same classroom [2]. This further emphasizes that inclusive schools are a determinant of the success of child-friendly schools.

Before the child-friendly school policy was rolled out, an inclusive education policy had already been rolled out. In inclusive education there will be schools that are child-friendly, learning-friendly, and lead to ideal schools [7] It can be concluded that Child Friendly Schools are schools that are safe, clean, healthy, green, inclusive and comfortable for the physical, cognitive and psychosocial development of girls and boys, including children who need special education and/or special education services [8]. Surabaya State University Laboratory Elementary School (UNESA Labschool Elementary School) is a school that has implemented inclusive education since 2019. The number of students with special needs in 2022 is 18 children. Various selection of talents and interests through extracurricular activities is owned by SD Labshool. In designing the curriculum through important stages, analysis of needs, preparation of curriculum structure, preparation of lesson plans, to the development of learning materials according to student characteristics.

The results of this preliminary study further strengthen that SD Labschool UNESA has the characteristics of being a Child Friendly School. This research is urgently carried out with the consideration that this SRA policy is a national policy that is implemented by all schools in Indonesia. As a new program, it certainly requires evaluation to determine its implementation. To what extent has it been achieved, what are the obstacles in program implementation and to produce useful information for the continuation of program implementation. It is hoped that the results of this research can be used as information and material for consideration by school principals in making policies related to child-friendly school programs in inclusive schools.

The concept of Child Friendly Schools is defined as a program to create conditions for a safe, clean, healthy, caring and cultured environment, capable of guaranteeing the fulfillment of children's rights and protection from violence, discrimination and other mistreatment, as long as the child is in an education unit, and supports children's participation especially in planning, policy, learning and supervision. Child Friendly Schools are not building new schools, but conditioning a school to be comfortable for children, and ensuring that schools fulfill children's rights and protect them, because schools are the second home for children, after their own home

Child Friendly Schools are a form of overall collaboration between Ministries/Agencies and including Ministries/Agencies that have school-based programs that jointly protect children in education units, namely: Ministry of National Development Planning/National Development Planning Agency (Ministry of National Development Planning/Bappenas), Ministry of Internal Affairs Ministry of Home Affairs (Ministry of Home Affairs).

Coordinator for Human Development and Culture (Kemenko PMK), Ministry of Education and Culture (Kemendikbud), Ministry of Religion (Kemenag), Ministry of

Women's Empowerment and Child Protection (Kemen PPPA), Ministry of Education (Kemenkes), Ministry of Social Affairs (Kemensos), Ministry of Communication and Informatics (Kemen Kominfo), Ministry of Environment and Forestry (KemenLHK), Ministry of Public Works and Public Housing (Kemen PUPR), National Population and Family Planning Agency (BKKBN), National Narcotics Agency (BNN), Drug and Food Control Agency (BPOM), the National Disaster Management Agency (BNPB), and the Indonesian Child Protection Commission (KPAI).

Howard [9] states that, educational organizational culture includes vision, mission, goals, norms, values, beliefs, assumptions, rituals, traditions, celebrations, architectural history, artifacts, and symbols. The Ministry of National Education defines school culture as the atmosphere of school life where students interact with each other, teachers with teachers, counselors with each other, administrative staff with each other, and between members of the school community group. Meanwhile, Pradana, Y [10] explained in his research results that the scope of school culture is very broad, generally including rituals, expectations, relationships, demography, curricular activities, extracurricular activities, decision-making processes, policies and social interactions between components in schools.

The taxonomy of child-friendly school concepts is school-based character education, safe school environment, friendly school, inclusive school, religious school [10]. Child-friendly schools in this case are understood as educational institutions that fully provide all children's rights, as well as classroom and school management. The Child Friendly School Program implements 3P, namely provision, protection, and participation [10].

The principles of Child Friendly Schools (SRA), namely non-discrimination, the best interests of children, life, survival and development, respect for children's views, good management. These principles are the basic rights of children in the school environment, with these principles children will feel more comfortable so that children can emerge and grow their potential to the fullest.

2 Methods

Research on Implementation of Child-friendly school policies in inclusive schools at UNESA Labshool Elementary School, Surabaya. This research method uses descriptive qualitative method with case study analysis. Data collection in this study used in-depth interviews, observation, document analysis, and audiovisual materials. Creswell, John W [11] explains that interviews are the main way to collect data in qualitative research. Researchers want to find out what is in the minds of other people or informants. In-depth interviews were conducted to gather primary data from informants, carried out in a relaxed but meaningful manner so that familiarity was built which would make it easier for data to flow smoothly and naturally. Interview data collection was carried out directly to the UNESA Lab-school Elementary school. Data collection through observation is used to find out directly about the implementation of child-friendly school policies in inclusive schools. In the observation process, field notes are used as a medium to record things observed in the field. The type of observation used is non-participant where the researcher is an observer who is not directly involved in

the management process carried out by the informant. Document analysis techniques are used to find secondary data related to child-friendly school policies. Researchers obtained documents from informants and mass media. This document is of course related to child-friendly schools. The research instrument consisted of interview and observation instruments in accordance with the 2020 child-friendly school policy guidelines. This instrument will be used as a tool to measure the successful implementation of child-friendly school policies at UNESA Labschool Elementary School. Data collection techniques that will be used in this study are interviews, observation, and documentation.

3 Findings and Discussion

SD Lab School UNESA has implemented inclusive education since 2010. There are 35 students with special needs in total. Type of needs are autism, ADHD and slow learner. The management of students at SD Lab School is very cooperative. Nobody felt intimidated. Teachers have developed a sense of empathy for regular students so that they can appreciate friends with special needs more. This is evidenced by the results of interviews with special accompanying teachers who stated that:

"Apart from that, we also want to foster a sense of empathy for regular students so that they can appreciate friends with special needs more"

The advantage of the learning strategy implemented by UNESA Lab-School Elementary School is to provide a learning space according to the abilities and talents of these students. This is very relevant to differentiated learning which has been regulated in the Ministry of National Education policy. This is in accordance with the results of interviews with classroom teachers who stated that:

"The uniqueness or superiority of the learning strategy that we provide is that we free students to study according to their abilities, not forcing students to be only in the academic field but also non-academic. It is also not only about academic achievement but also about good attitudes and behavior that we can cultivate, for example having empathy for fellow friends who have deficiencies or who are students with special needs."

However, there are obstacles faced by teachers, namely the lack of staff or special accompanying teachers who are able to assist children with special needs. The solution taken by school principals to overcome these obstacles is to limit the number of students with special needs. However, this has not been able to be done, because many parents whose economic conditions are middle to lower. So they have not been able to send their children to private schools. So, the best way is to continue to accept students with special needs and empower regular students to help their friends with special needs.

The inclusive culture at UNESA's SD-Lab School has led to a child-friendly school culture. This was confirmed by the principal who stated that:

"The culture or habits that are created in this school are that every child has high empathy for fellow friends, does not discriminate between friends, works together, and is able to be responsible for the tasks that have been given. We develop these habits at

this school, for example, that regular students never ridicule or make fun of inclusive students and will instead take care of them while in the school environment, even though their inclusive students will also help each other with their fellow inclusive friends.”

The organizational culture created at the UNESA Lab-School school is to internalize inclusive values in the daily life of school members by involving students with special needs in various activities in the school environment, so that school members will be able to deepen an inclusive culture because school residents are directly involved. in caring for, fostering, educating, and looking after students with special needs.

4 Conclusion

Based on the findings at UNESA's SD-LabSchool, it can be concluded that UNESA's SD-Labschool meets the criteria as an inclusive school that leads to child-friendly schools. This is indicated by several things; (1) Carry out learning innovation programs that lead to inclusive learning; (2) Carry out differentiated learning at each grade level; (3) Internalizing inclusive values for all school members; (4) fostering a sense of empathy for all school stakeholders.

References

1. Child Protection Case Data 2016 – 2022 <https://bankdata.kpai.go.id/tabulation-data/data-case-perlindungan-anak-2016-2022>
2. Wuryandani, W., Faturrohman, F., Senen, A., & Haryani, H. (2018). Implementation of fulfilling children's rights through child-friendly schools. *Journal of Civics: Citizenship Studies Media*, 15(1), 86-94.
3. Fitriani, S., & Qodariah, L. (2021). A Child-Friendly School: How the School Implements the Model. *International Journal of Evaluation and Research in Education*, 10(1), 273-284.
4. Binsa, U. H. B., & Putro, K. Z. P. (2023). Child-Friendly School-Based Inclusive PAUD. *Early Stage*, 1(1).
5. Evianah, N. (2023). The Importance of Child Friendly Schools as a Form of Fulfillment and Protection of Children. *Journal of Education and Counseling (JPDK)*, 5(1), 3216-3224.
6. Hajaroh, M., Rukiyati, R., Purwastuti, L. A., & Saptono, B. (2020). THE IMPLEMENTATION OF INDONESIA'S CHILD FRIENDLY SCHOOL POLICY BASED ON ENVIRONMENT IN THE COASTAL TOURIST
7. AREA OF GUNUNGKIDUL, INDONESIA. *Geo Journal of Tourism and Geosites*, 31(3), 1010-1018.
8. Na'imah, T., Widyasari, Y., & Herdian, H. (2020). Implementation of Child Friendly Schools to Build Character Values for Early Childhood. *Journal of Obsession: Journal of Early Childhood Education*, 4(2), 747-756.
9. Pradana, Y. (2019). Student character development through school culture. *Untirta Civic Education Journal*, 1(1).
10. Nanola, N. (2020). Implementation of the Child Friendly School Program in Inclusive Schools at SDN 131/IV Jambi City (Doctoral dissertation, University of Jambi).

11. Nuraeni, L., Andrisyah, A., & Nurunnisa, R. (2019). The Effectiveness of the Child Friendly School Program in Improving the Character of Early Childhood. *Journal of Obsession: Journal of Early Childhood Education*, 4(1), 20–29.
12. Creswell, John W. (2013). *Qualitative Inquiry & Research Resign: Choosing among five Approaches*. California: Sage Publications, Inc.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

