



Direction Child-Friendly School Regulation in Indonesia

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ABSTRACT

This research aims to describe child-friendly school research schemes that have been implemented by previous researchers. This systematic literature review (SLR) method refers to PRISMA (Preferred Reporting Item for Systematic Review and Meta-Analysis), which examines Scopus documents from 2010 to 2024 regarding child-friendly schools published by researchers from Indonesia. The research results are patterned on efforts to maximize child-friendly schools in terms of school regulations, pedagogical competence, involvement of community elements, and the learning process. This is to the guidelines presented by UNICEF regarding ideal child-friendly schools. However, this CFS must be criticized again regarding its regulations and implementation because there is an opportunity for it to be interpreted in a distorted way. Child-friendly terminology can be used by individuals who have gender dysphoric tendencies because no policy component regulates it. Globally, the problem of gender dysphoria is considered normal because it is part of gender expression. However, this is not by the religious norms and socio-cultural norms adhered to by Indonesian society. Thus, child-friendly school programs must be criticized and adapted according to community characteristics. It is highly recommended that this program not be adopted directly in a country because each region has its wisdom.

Keywords: child-friendly schools, Indonesia, teaching, school regulations, CFS problems

INTRODUCTION

Child-friendly schools (CFS) were initiated by the United Nations International Children's Emergency Funds (UNICEF) to guarantee children's rights to education and protection wherever they are, especially at school (Clair, 2012; Cross, 2011). This right to education not only provides formal/informal learning to children but also guarantees children's maximum development (Godfrey, 2012). In addition, child-friendly school programs strive to provide learning experiences that make schools a very enjoyable place for their lives (King, 2022; Makwarela et al., 2017). This is based on the child's life or one-third of the child's time in a day spent in the school environment (Cross, 2012). Therefore, school institutions must be able to provide the best for cognitive, psychological, and emotional development, which supports children's roles optimally when they return to society (Cross, 2014).

Labeling child-friendly schools is a project for educational institutions so they can keep up with the needs of current educational developments. Apart from that, this label has a prestigious value for the school because it means that the school guarantees the fulfillment of children's rights while they are in the school environment. In Indonesia, child-friendly schools are a label that is sought after by school leaders, so various efforts are made to create these conditions, including conducting training for school residents about children's rights (Fitriani & Istaryatiningtias, 2020), training for teachers to provide appropriate learning. Student-centered (Diniaty, 2021). The teacher-centered learning process will produce learning in the lowest stage, namely the memory stage (Henck, 2016). This kind of learning process is contrary to child-friendly school programs, which require child-centred learning. Interestingly, the Indonesian government is intensifying this by launching the Independent Curriculum. We found that the Merdeka Curriculum is an indicator of a child-friendly school, namely that the learning process is child-centred and children are invited to explore their

abilities to the maximum (Rusilowati, 2024). The government is trying to improve the quality of learning by adopting child-friendly schools because there is a stigma that schools are scary places for students.

Fulfilling the development of the learning process is the main reason for adopting UNICEF child-friendly schools. The learning process implemented so far has always been centered on the teacher who delivers the material because it is considered the center of truth in knowledge. Learning like this limits students' opportunities to participate in the learning process (Clair, 2012; Çobanoğlu, 2018), for example, discussing and criticizing the material presented. The existence of UNICEF child-friendly schools creates different roles for teachers and students; the learning process must be student-centered (Cobanoglu & Sevim, 2019). In Indonesia, this process has only been carried out by publishing the Independent Curriculum in 2021.

Apart from that, the high number of cases of violence affecting children in Indonesia has created a stigma that school is not a pleasant place for children. In 2018, PISA surveyed bullying in schools in Indonesia, concluding that 41% of students in Indonesia experienced bullying several times a month. PISA analyzes that bullying has an impact on poor student learning outcomes and lower reading performance. Furthermore, research from Global School-Based Student Health (GSHS) explains that 25% of the cases are physical fights, 33% are experienced by men, and 13% are experienced by women. Furthermore, GSHS made a surprising discovery that 20% of bullying victims had suicidal thoughts. Other data from the Ministry of Women's Empowerment and Child Protection in 2018 shows that 2 out of 3 students experience bullying. Therefore, the existence of child-friendly schools in Indonesia is something urgent to ensure the maximum physical, cognitive, psychological, and spiritual development of children.

RESEARCH METHODS

Systematic Literature Review (SLR) was used in this research to obtain data from previous research. The SLR used refers to the Preferred Reporting Item for Systematic Review and Meta-Analysis (PRISMA). This previous research was used to answer research questions related to the ideal concept of child-friendly schools in Indonesia.

Literature Search Strategy

We use the Publish or Perish application with a choice of Scopus documents, both proceedings and journal articles. In searching for previous articles, we determined the keyword 'child-friendly school', which refers to a concept published by UNICEF. We determined these keywords as part of the title and research keywords. The search year is set in the range 2010-2024. We determined this publication year to see the surge in research trends related to child-friendly schools.

Search Result

The search strategy we determined resulted in 58 Scopus Q2-Q4 documents originating from various university affiliations and countries. Details of the range of publication years are shown in Table 1 below.

Table 1. Scopus Document Search Results on Child-Friendly Schools

Publication Year	Document Available	Publication Category		
		Journal	Conference	Book Chapter
2011	3	3	-	-
2012	5	4	1	-

2013	1	1	-	-
2014	2	2	-	-
2016	3	2	-	1
2017	2	2	-	-
2018	2	1	-	1
2019	2	2	-	-
2020	8	6	1	1
2021	9	6	3	-
2022	6	5	1	-
2023	10	8	2	-
2024	5	2	2	1
Sum	58	44	10	4

The total citations for all documents are 364 or 28 citations per year, with an h-index of 9. We found something interesting this issue does not seem popular in developed countries. Based on the search, it was found that 33 authors were affiliated with developing countries, such as Indonesia, India, South Africa, Cambodia, Myanmar, etc.

Data Selection and Extraction Process

We selected documents by considering four things, including 1) documents can be accessed directly or using the sci-hub.se link; 2) the focus of the study is on child-friendly schools; 3) not using the SLR method; and 4) authors who are affiliated with universities in Indonesia or their research locations are in Indonesian territory. After we extracted, we found 38 articles that did not meet the criteria we had set. The majority of this is because the authors are affiliated with universities in other countries, and the focus of their research is not on child-friendly schools. Thus, we carried out a more in-depth study of the 20 articles that passed the selection.

Data analysis

This data analysis was carried out by all authors and shared the results of the analysis obtained so that the child-friendly school research scheme that had been carried out by previous researchers was illustrated. The data analysis stage was carried out with several work steps, namely 1) recording the essence of the research results; 2) grouping and analyzing research results; 3) developing a scheme of child-friendly school research results; 4) linking the scheme to UNICEF's child-friendly school concept; and 5) analyze the gap in the concept of child-friendly schools based on the socio-culture of Indonesian society.

RESEARCH RESULTS AND DISCUSSION

The concept of child-friendly schools (CFS) was launched by UNICEF and is a general guideline for school institutions that wish to have a child-friendly label. We criticize a question that arises, namely why so few in developed countries are carrying out this research. The results of the study on this matter show that schools in developed countries have implemented child-friendly school buildings from the start when they were going to build educational institutions, so it is very logical that they have finished with this problem.

The results of research research related to child-friendly schools yielded an interesting thing, namely that this research was concentrated in developing countries. Indonesia is the largest contributor to Scopus documents regarding child-friendly schools. In Table 2, Scopus documents from the developing country category are displayed.

Table 2. Scopus Documents Related to Child-Friendly School Research

Country	Document	Publication Category		
		Journal	Conference	Publication
Indonesia	20	15	5	2020-2024
India	2	2	-	2018
South Africa	4	4	-	2018
Cambodia	2	2	-	2022
Iran	1	1	-	2022
Iraq	1	1	-	2022
Myanmar	1	1	-	2022
Nigeria	1	1	-	2020
Nepal	1	1	-	2016
Sum	33	28	5	

Based on Table 2, it can be seen that research with the theme of child-friendly schools in the 2010-2024 range is dominated by documents originating from Indonesian-affiliated authors. Scopus documents from Indonesia amounted to 61% of the total 33 documents that appeared. This data shows that the child-friendly school theme is becoming a trend in Indonesia because it is still considered something new. This happened because the child-friendly school program in Indonesia was only launched in 2015.

1. Research Foundation for Child-Friendly Schools

Child-friendly schools are something that is still new in the scope of education in Indonesia. This program was launched in 2015 by the Ministry of Women's Empowerment and Child Protection, which cares about ensuring that children's growth and development take place optimally at school. The increasingly disturbing issue of bullying against children and the fulfillment of child-friendly school policies are the basis for labeling children-friendly schools. The issue of child-friendly schools in Indonesia is becoming increasingly popular when there are still many school regulations that need to be evaluated because they are alleged to not fulfill children's rights (Hajaroh, 2021; Liestyasari, 2023; Maisaroh, 2024; Wulandari, 2024). Children's rights in the health aspect are still not resolved because a smoke-free environment has not yet been realized (Aryoko, 2021), and healthy school management has not been realized (Sunandar et al., 2022). Then, child-friendly school policies should be adjusted to the characteristics of the school area (Hajaroh, 2020), involve elements of the community to carry out supervision (Fitriani & Istaryatiningtias, 2020), and be serious about alleviating the issue of bullying (Miftahudin, 2023).

Table 3. Foundations of CFS Research

Category	Component
Environmental	Women (children) are marginalized in public spaces because of male

compliance	dominance (Saragih & Subroto, 2023); the importance of smoking-free areas in schools is to realize CFS (Aryoko, 2021).
Political will and CFS regulation	Child-friendly school regulations in Indonesia must be evaluated (Hajaroh, 2021; Maisaroh, 2024; Wulandari, 2024); many schools in Indonesia are not ready for S.R.A. so that children become victims of the policy (Liestyasari, 2023); there is a need for school committee elaboration in CFS (Fitriani & Istaryatiningtias, 2020); a healthy school management model must be a priority for fulfilling children's rights, especially in learning activities (Sunandar et al., 2022); child-friendly school policies must be adapted to regional characteristics (Hajaroh, 2020); cases of bullying at school (Miftahudin, 2023); CFS regulations to realize child-friendly cities (Maryono, 2016);
Curriculum	The relationship between CFS and the Independent Curriculum (Rusilowati et al., 2024): educational curriculum must support child-friendliness (Fathia, 2023);
Learning process	Internalization of child-friendly values must be carried out in the learning process (Akmaliah et al., 2021; Muafiah et al., 2021; Novitasari, 2023); learning planning must pay attention to children's rights to learn (Sari, 2024); learning in CFS modeling must be able to suppress students' negative behavior (Diniaty, 2021);
	The condition of school facilities must support the fulfillment of children's rights to learn (Pada et al., 2021; Syafrudie & Haryo, 2021).
School Eligibility	

Another basic problem that is important in fulfilling a child-friendly school is that learning planning must show the contribution of children (Sari, 2024), and the learning process is child-centered (Novitasari, 2023). Another problem in school institutions is the lack of play areas in schools (Saragih & Subroto, 2023) because not all schools have large areas of land (Syafrudie & Haryo, 2021). When reviewed, the basis for the problems that emerged in previous research was dominated by the administrative aspect of the policy, namely how schools produce regulations that respect and fulfill children's rights.

There are still many problems that can be used as a basis for research on child-friendly schools in Indonesia, among which we have not found anything related to teacher competency readiness in implementing child-friendly schools. Likewise, we did not find research that was based on children's readiness, children's perspectives, and the problems children experience at school. Everything is focused on fulfilling children's rights by schools and teachers so that they forget to look at children's socio-emotional readiness in making child-friendly schools a success. Don't let the stigma be reversed that children are always right because their rights must be respected and fulfilled. Therefore, it is also necessary to conduct research to review the regulations that apply to children at school.

2. Problems of Child-Friendly Schools in Indonesia

The existence of child-friendly schools and schools has a different concept; each school does not necessarily have the qualifications to become a child-friendly school (UNICEF, 2009). This is due to the many indicators that a school must be able to fulfill to become a child-friendly school. The CFS supporting components launched by UNICEF and adopted by Indonesia include 1) regulations that support child-friendliness; 2) a child-friendly learning process; 3) educators and teaching staff are educated on children's rights; 4) supporting facilities and infrastructure that are child-friendly; 5) child participation; 6) participation of parents, community, alumni and other parties (Ministry of Women's Empowerment and Child Protection, 2015). These six indicators are problematic in the implementation of child-friendly schools in Indonesia. This is very natural because the concept of child-friendly schools in Indonesia has not been around for very long, namely since 2015, so it still gives rise to many polemics and opportunities for change in a good direction.

The main problem faced by the world of education in creating child-friendly schools is regulations that do not provide a sense of security and comfort for children (King, 2022). It is necessary to change regulations that are adjusted to a child-friendly direction so that they have an impact on children because the focus of child-friendly schools is centered on children's rights. In the child-friendly school guidebook published by the Ministry of Women's Empowerment and Child Protection, it was found that the most child-friendly policy indicators must be met compared to other components (Ministry of Women's Empowerment and Child Protection, 2015). The problems of CFS in Indonesia are shown in Table 4 below.

Table 4. CFS Problems in Indonesia

Types of Obstacles	Component
Problems at school	Limited land in schools for children's play areas (Saragih & Subroto, 2023); schools in Indonesia do not meet the CFS requirements because they are too noisy for learning (Syafrudie & Haryo, 2021); Cases of bullying among students are still high (Miftahudin, 2023); the issue of character decline experienced by students (Muafiah et al., 2021); Current school buildings do not meet the CFS concept (Pada et al., 2021);
Evaluation of CFS regulations	There has been no development of an evaluation instrument to measure the success of CFS (Wulandari, 2024); Schools do not fully understand CFS operations; CFS is just a motto (Liestyasari, 2023; Maryono, 2016); smoking-free areas in schools have not been realized optimally (Aryoko, 2021); Schools need to pay attention to the level of nutritional status of children because it influences the child-friendly learning process (Sunandar et al., 2022); CFS fulfillment is a complete series, not independent (Akmaliyah et al., 2021); There must be a tool to measure CFS implementation policies (Hajarah, 2021);
Community	Minimal involvement of the school committee in school planning and minimal outreach by the committee about CFS to parents (Fitriani & Istaryatiningtias, 2020). The lack of involvement of parents and the community is the main problem in the success of CFS (Hajarah, 2020);

involvement	Maisaroh, 2024);
Teachers competency	Teachers must be trained to make CFS and the independent curriculum a success (Rusilowati et al., 2024); teachers must evaluate their pedagogical competence to overcome negative student behavior to comply with CFS (Diniaty, 2021); Learning is still conventional (Fathia, 2023) and does not meet child-friendly school standards (Sari, 2024); learning must facilitate children to communicate (Novitasari, 2023).

Learning

It seems that the problems of implementing CFS in Indonesia have several similarities with other developing countries. (Modipane, 2014) explains in his research that teacher competence is very influential in developing the curriculum and learning in the classroom. Training for teachers regarding CFS needs to be carried out so that they understand the implementation rules (King, 2022; Thomas, 2018). Likewise (Htang & Chanseangsee, 2022) identified that CFS implementation policies must have detailed guidelines to measure the level of achievement. The fundamental problem of CFS is the unavailability of child-friendly buildings (Blessing, 2020; Makwarela, 2017; Makwarela et al., 2017). These problems are also experienced in Indonesia, so we believe that the implementation of CFS in developing countries has the same problems.

3. Resolution of Child-Friendly Schools in Indonesia

Problems in the world of education will never be completely researched because every year the problems have different characteristics and tend to change frequently. This is also caused by different and increasingly complex learner characteristics. Therefore, changes in education must be made and require solid cooperation between lines, namely schools, families, and communities. These three elements support children's growth and development optimally, but they also often become problems because of the difficulty of establishing synergistic cooperation.

This problem can be overcome by starting with preparing a school policy that requires cooperation from each of these elements. There must be a policy that involves the school committee and parents in supervising the learning process and student interactions at school and outside school (Fitriani & Istaryatiningtias, 2020; Maisaroh, 2024; Miftahudin, 2023). Involvement of community and family elements is a component of CFS policy that must be fulfilled and achieved clearly. Apart from that, school leaders must produce policies that truly respect children's rights, for example, requiring no smoking among teachers while at school.

Table 5. CFS Optimization Resolution in Indonesia

Resolution Indicator	Component
Community	The school committee formed a class coordinator to monitor student

involvement	activities at school by involving student guardians (Fitriani & Istaryatiningtias, 2020; Maisaroh, 2024); bullying must be dealt with and supervised firmly by considering children's rights and involving parents and guardians (Miftahudin, 2023);
School policy	Schools must integrate children's rights in school policy making (Liestyasari, 2023); Optimizing public space regulations in schools to avoid gender bias (Saragih & Subroto, 2023); strict supervision must be carried out on the implementation of smoking-free area regulations in schools (Aryoko, 2021); Heads of Education Services and school principals must formulate regulations that support healthy and noise-free schools (Sunandar et al., 2022; Syafrudie & Haryo, 2021); the development of schools into CFS must be supported by synergistic regulations (Hajaroh, 2020); School development must analyze the characteristics of students and the area so that students feel comfortable at school (Pada et al., 2021);
	The success of the independent curriculum and CFS lies in the teacher as the main actor; teachers must be trained in children's rights (Akmaliyah et al., 2021; Maryono, 2016; Rusilowati et al., 2024); Teachers must improve pedagogical competence in dealing with negative student behavior in the classroom according to CFS (Diniaty, 2021);
Pedagogical competence	The CFS instrument developed can measure CFS achievement validly (Hajaroh, 2021); The CFS measuring tool must be clear and comprehensive (Wulandari, 2024);
	CFS oriented towards Pancasila values in schools can develop students' positive character (Muafiah et al., 2021); child-centred learning can improve students' communication skills (Novitasari, 2023); designing learning adapted to CFS (Fathia, 2023) and adopting collaboration between students (Sari, 2024).
CFS evaluation	

CFS Learning

An interesting thing has been done by the Ministry of Education, namely, the implementation of the Independent Curriculum in stages in all educational units in Indonesia. We believe that the Merdeka Curriculum is the embodiment of the CFS adopted by Indonesia. The implementation of the Independent Curriculum is an important aspect of changing the learning process, which is student-centered (Rusilowati et al., 2024) and respects students as learners who must be looked after and loved. This also suggests that there must also be attention to increasing teacher pedagogical competence (Diniaty, 2021) to implement new policies and curricula. Teachers' pedagogical competencies can provide changes to the learning process (Akmaliyah et al., 2021; Maryono, 2016) as expected in CFS, for example, learning designs that suit CFS (Fathia, 2023), learning-centered and collaborating with

students (Novitasari, 2023; Sari, 2024). Of course, there must be a training series that teachers follow. Policies planned by schools must also pay attention to teacher needs.

4. Adaptation of Child-Friendly Schools to Indonesian Community Culture

We specialize this sub-discussion with the term 'adaptation' because UNICEF's child-friendly schools are a global policy and are not necessarily suitable for Indonesian culture. Based on the 20 articles we reviewed, all of them fall into the category of adopting child-friendly schools, which focuses on fulfilling a child-friendly environment, school regulations that support children's rights, and child-centered learning processes. These three things are the main components in realizing a child-centered, child-friendly school.

We reviewed the UNICEF child-friendly school guidelines and the guidelines published by Indonesia with great attention. Guidelines for child-friendly schools in Indonesia were prepared by 12 stakeholders, including seven ministries, four state-owned agencies, and one private foundation (Ministry of Women's Empowerment and Child Protection, 2015). This shows the seriousness of launching child-friendly school programs and guidelines in Indonesia. The guidelines launched are adopted from the main guidelines published by UNICEF. We found a fundamental thing that was missing from the CFS guidelines, namely the absence of minimum regulations that must be obeyed by all students, not related to discipline, but the behavior that students must have.

We are aware that UNICEF publishes this guidance globally (UNICEF, 2009). In Indonesia, selective adaptation needs to be carried out, and regulations must be adapted to the culture of society. We highlight one very important thing, namely the absence of clear and firm regulations regarding the behavior of students who have gender dysphoric tendencies. The guidelines that have been prepared could be a way to normalize gender dysphoria if they refer to child-friendly schools that must respect children's rights and the results of children's conventions. Globally, the issue of gender dysphoria is not a problem because it is a human right. However, we live in Indonesia, which is full of norms, especially religious and socio-cultural.

This gender dysphoric behavior does not follow existing religious norms in Indonesia and clashes with the socio-cultural nature of society. Moreover, society in Indonesia adheres to the principles of masculinity for men and feminism for women because it is adjusted to religious norms and socio-cultural norms. The issue of gender dysphoria that we mean is when men behave like women and vice versa. We do not want the issue of gender dysphoria to be normalized in Indonesia because it could cause social change. This phenomenon has become increasingly clear in the last few years, and it even tends to be normalized by the circle of friends because it is considered funny, exciting, and is their right. It seems that the human rights paradigm is starting to disrupt society's social system because it is interpreted freely by individuals.

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CONCLUSION

Every educational institution must optimize the existence of child-friendly school policies, especially in Indonesia. This policy prioritizes children's optimal self-development. The problems that occur with CFS in Indonesia center on the evaluation of school policies and the minimal involvement of community elements in monitoring the achievements of school programs. Therefore, the solutions provided based on previous research studies are centered on adapting school policies to the concept of child-friendly schools. However, we did not find research results that suggest there should be an adaptation of CFS from aspects of student behavior; everyone is too focused on the policies that schools and teachers must fulfill. Students are the most important element here because they are at the center of policy. There must be a clear and firm policy not to normalize gender dysphoric behavior in the school environment because the term child-friendly can be interpreted as deviant by individuals. Meanwhile, this gender dysphoric behavior is contrary to the norms that apply in Indonesia. Don't let the widespread labeling of child-friendly schools become an opportunity to normalize deviant behavior, for example, gender dysphoria. Schools must be the center of human manners and natural character.

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