



Analysis of the Impact of Mobilizing Organization Programs and Mobilizing School Programs in Forming Child-Friendly Schools (Case Study of Impact on the Implementation of Inclusive Education in Schools)

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ABSTRACT: The Mobilizing Organization Program is the fourth episode of Merdeka Belajar, while the Mobilizing School Program is the seventh episode of Merdeka Belajar. This research aims to explore the impact of the Mobilizing Organization Program (POP) and the Mobilizing School Program (PSP) in creating child-friendly schools and implementing inclusive education in educational units in Indonesia. Through case studies using a sampling technique, namely purposive sampling. This research involved 96 samples of educational units throughout Indonesia. This research shows that these two programs have a significant role in improving the quality of education, reducing levels of discrimination and bullying, as well as strengthening the leadership and collaborative skills of educators. These findings emphasize the importance of government support and adequate resource allocation to expand the implementation of inclusive education policies and promote collaboration between stakeholders in creating an inclusive learning environment in Indonesia.

Keywords: Freedom to Learn; Inclusion Education; Child Friendly School

1 INTRODUCTION

Child-friendly schools have many benefits and are of significant importance in the context of children's education and development. Child-friendly schools place children's rights as a top priority (Evianah, 2023; Rohmawati & Hangestningsih, 2019). This includes the right to quality education, the right to participate in school activities, the right to be protected from all forms of violence, discrimination, and exploitation, and the right to be treated fairly and with respect.

In the last two years, cases of discrimination and bullying in various environments, including schools, have become increasingly serious. Although preventive measures and awareness of this issue have increased, incidents still occur on a regular basis. These cases include discriminatory behavior and bullying against students based on race, gender, sexual orientation, and disability, which often impacts their psychological well-being and academic performance (Susanti et al., 2023; Walton, 2018). Efforts to address this issue involve implementing strict anti-bullying policies, training for staff and students on tolerance and cooperation, and raising awareness about the importance of respecting differences and promoting fairness among members of the school community. While challenges remain, these steps aim to create a safe, inclusive and supportive learning environment for all students.

Child-friendly schools create an inclusive environment, where every child feels accepted and valued regardless of social background, culture or health conditions (Johnstone, 2017). This helps minimize inequality and discrimination and strengthens the sense of community among students. Students are also encouraged to play an active role in the learning process and decision making related to school life. This helps develop social, leadership, and responsibility skills, as well as increasing learning motivation and overall learner engagement.

Child-friendly schools provide a safe, comfortable and supportive environment for children's physical, emotional and social development (Evianah, 2023). This includes the provision of appropriate facilities and infrastructure, available psychological support and counseling, as well

appropriate facilities and infrastructure, available psychological support and counseling, as well as policies and procedures that prioritize the safety and welfare of students. By creating an environment conducive to learning, child-friendly schools can improve the quality of education and student learning outcomes. Children tend to be more motivated and perform well when they feel accepted and supported at school. Overall, child-friendly schools are an important foundation for ensuring that every child has a fair and equal opportunity to receive a quality education and fulfill their full potential. This is an important investment in the future of children and society as a whole (Thomas et al., 2018).

Policies for child-friendly schools are a strategic step by the government or related institutions in ensuring that the school environment creates optimal conditions for children's development, safety and welfare. This policy aims to guarantee children's rights and promote the principles of inclusion, participation and equality in the education context (Sucipto, 2023).

One way the government supports this policy is to provide training and development of teaching staff. Policies can include resource allocation for training and development of teaching staff in understanding children's needs and rights and how to support their development holistically. This training may include learning about learner-centered learning approaches, inclusive classroom management, and handling conflict in ways that promote peace.

The Mobilizing Organization Program is the fourth episode of Merdeka Belajar, while the Mobilizing School Program is the seventh episode of Merdeka Learning. These two programs provide training to supervisors, school principals and teaching staff to be able to provide meaningful learning to students. Apart from that, this program is also designed to shape character and improve students' literacy and numeracy. The Mobilizing Organization Program (POP) and the Mobilizing School Program (PSP) are a form of program that supports government policy in creating child-friendly schools, so that they can provide inclusive education for all students with various backgrounds.

The Mobilizing School Program focuses on developing holistic student learning outcomes which include competency (literacy and numeracy) and character, starting with superior human resources (school principals and teachers) (Patilima, 2022; Rahimi et al., 2023). These superior human resources will be able to provide learning that suits children's needs with the collaboration skills they have. Collaboration that occurs not only in educational units but also collaboration with external parties or students' parents, this is done to provide meaningful learning and can accommodate all students' needs (Ainissyifa et al., 2024; Swandari & Jemani, 2023). The driving organization program focuses on communities that have the will to advance education, especially in the areas of literacy, numeracy and character (El Akbar et al., 2023; Khodijah, n.d.). The focus of this program is also on developing human resources in educational units so that they can provide quality education and can accommodate all students' needs (Blegur, 2022).

Community organizations or communities have an important role in advancing education because they can provide additional support, resources and advocacy to improve access and quality of education (Permatasari et al., 2023; Ulum & Anggaini, 2020). Communities can also identify problems in the education system and work together with the government and related parties to find sustainable solutions. In addition, communities often have flexibility and innovation that enable them to create educational programs that suit local needs and support overall community development (Purnamasari et al., 2023; Rohmah et al., 2023; Subasman et al., 2023). Therefore, POP and PSP are considered to be able to provide changes to education in Indonesia because they both involve the community in education.

Education Units are the beneficiaries of POP and PSP interventions. These beneficiaries made claims about the positive changes that occurred in the education unit after receiving various training provided by POP and PSP, which is interesting for further in-depth discussion. So it is deemed necessary to conduct an analysis of the impact of these two programs. It is important to

carry out a case study of the impact of this program to understand in depth how the Mobilizing Organization Program (POP) and the Mobilizing School Program (PSP) contribute to forming child-friendly schools and implementing inclusive education in educational units. Through this study, the real impact of these programs will be seen in improving the quality of education, reducing levels of discrimination and bullying, and strengthening the leadership and collaborative skills of educators. This case study also provides insight into best practices and challenges faced in implementing inclusive approaches in schools.

2 RESEARCH METHODS

This research is qualitative research, using the case study method to see the impact on the beneficiaries of the driving organization program and the driving school program related to the formation of child-friendly schools. The sampling technique uses purposive sampling with the criteria of educational units that are recipients of POP and PSP benefits and represent each island in Indonesia. The sample in this study was 96 educational units spread throughout Indonesia (Sumatera, Jawa, Kalimantan, Bali, Lombok, Nusa Tenggara Timur, Maluku, Sulawesi and Papua). With a total of 896 informants, respondents consisting of officials, supervisors, school principals, teachers and students. Data collection uses in-depth interviews, which focus on improving students' learning environments, increasing competencies, teaching practices, skills and knowledge of educators in providing inclusive learning for all students. The data obtained will go through the process of coding data and compiling an analysis matrix, triangulation is also carried out to maintain the validity and reliability of the data which is then written in a narrative report. Furthermore, inductive data analysis allows for an iterative or back and forth search process between themes and databases until a complete structure of themes is formed (Creswell et al., 2006; Dodgson, 2017). In a qualitative study, researchers usually obtain patterns, categories and themes in a bottom-up way, namely managing data through an inductive process and gradually arranging more abstract units of information. Thematic analysis, namely drawing themes from the field research database, has been carried out to compile this report, accompanied by abstraction, namely complementing the themes with more abstract information.

3 RESULTS AND DISCUSSION

3.1 *Result*

The Mobilizing Organization Program (POP) and the Driving School Program (PSP) are similar in their goal of improving the quality and performance of the organizations or schools involved. Both emphasize process consolidation, management systems, stakeholder participation, and performance measurement as part of their approach. Although POP is more focused on organizations at a broader level while PSP is more related to the school and education level, both aim to improve the efficiency, effectiveness and relevance of these institutions by encouraging active participation and the use of data in decision making.

Activities in the Mobilizing Organization Program (POP) and Mobilizing School Program (PSP) include: evaluation and strengthening of processes, development of efficient management systems, active participation of stakeholders, training and capacity development, performance measurement and evaluation of results, increasing literacy and numeracy, character formation and implementation of sustainable change and innovation. This includes steps such as monitoring organizational or school performance, improving operational procedures, training staff, collaborating with the community, and using data for informed decision making. The goal is to achieve continuous improvement in the quality and performance of an organization or school. This also has an impact on education units to create child-friendly education..

3.2 Discussion

Child-friendly schools provide a strong foundation for inclusion by focusing on students' overall needs and well-being. They prioritize fairness, equality, and respect for diversity as an integral part of their school culture (Tharp, 2018). In such an environment, efforts to create an inclusive learning environment become easier, because the school has built a foundation that allows every student to feel welcome and supported. In contrast, changes towards inclusive learning environments help improve the suitability and quality of child-friendly schools by broadening the scope of inclusion to cover a wide range of student needs and backgrounds (Muhammad et al., 2020; Themane, 2017). Thus, these two approaches work together to create a supportive, empathetic, and inclusive educational environment for all individuals.

Changing towards an inclusive learning environment is an important process to ensure that all students feel accepted, valued and supported in their educational process (Purnawanto, 2023). This change was seen in all POP and PSP target schools in the research sample. Increasing the competence, teaching practices, skills and knowledge of educators in providing inclusive learning can have a significant impact on the formation of child-friendly schools and inclusive education. The themes found in this research are the realization of an inclusive learning environment; reduced levels of discrimination and bullying; enhance educators' leadership and collaborative skills; and encourage educational innovation.

Creating an Inclusive Learning Environment

Through driving organization programs and driving school programs, the realization of an inclusive learning environment is possible. These programs encourage the development of a culture that celebrates diversity, provide training to understand and overcome discrimination, and facilitate open dialogue about social issues. By strengthening awareness, knowledge, and support, they create a platform for collaboration between staff, students, and communities in building welcoming, safe, and inclusive learning environments for all individuals, promoting equal participation, respecting differences, and ensuring that every student feels accepted and appreciated (Guberina, 2023; Schaffner & Buswell, 2004).

With educators who have the necessary knowledge and skills, schools can create an inclusive learning environment where every student feels accepted, valued, and supported in their learning process (Budianto, 2023). Training provided by driving organizations or driving school facilitators provides additional knowledge and upgrades their knowledge. When educators have the knowledge and skills necessary to provide inclusive learning, they can be more effective in designing learning experiences that meet the needs of diverse learners. They can identify individual learners' needs and design appropriate teaching strategies, including curriculum modifications, use of a variety of teaching methods, and responsive assessment.

"After taking part in the training, I understand better how to understand children's needs"
(NT, Elementary School Teacher, Sleman Regency)

Educators who are trained in inclusive teaching practices will implement approaches that strengthen the active participation of all students in learning (Mugambi, 2017; Sukomardojo, 2023). They can create a classroom environment that supports collaboration, communication, and support between students. This practice includes the use of a variety of instructional materials, technologies, and differentiation strategies to meet different learning needs.

Apart from that, through motivating organization programs and motivating school programs, teachers gain empathy and communication skills. Educators trained in inclusive education are also equipped with strong empathy skills and effective communication abilities. They are able to form positive relationships with each student, understand their individual perspectives and needs, and collaborate with students, parents, and colleagues to create a supportive learning environment. This also makes students tend to feel more motivated and participate actively in the learning process. They feel valued and supported in exploring their interests, talents, and

needs, which in turn can increase their engagement and academic achievement. With educators who have the knowledge, skills and commitment to providing inclusive learning, schools can experience a transformation into an environment that supports the holistic development of each student, creating equal opportunities to learn and develop for all students. Inclusive teaching practices allow all students, including those with special needs or various backgrounds, to be actively involved in learning (Wahid & Khouilita, 2023). This can lead to increased student participation and improved their academic performance.

Reducing Levels of Discrimination and Bullying

Driving organization programs and driving school programs can reduce levels of discrimination and bullying by strengthening an inclusive culture, providing training, and discussion forums on social issues. They can also create safe reporting mechanisms for victims and work with parents and communities to increase awareness and support for prevention efforts. With this approach, these programs help create safer and more supportive school environments for all students.

With educators who are sensitive to diversity and implement inclusive teaching practices, schools can create a culture that respects differences and reduces incidents of discrimination and bullying (Menesini & Salmivalli, 2017; Sari et al., 2018). With educators who are sensitive to diversity and implement inclusive teaching practices, schools can create a culture that values differences and reduces incidents of discrimination and bullying. Educators who are skilled at providing inclusive learning will pay attention to the individual needs of each student, ensuring that all students feel welcome and supported in the learning environment. This not only improves academic achievement, but also creates child-friendly schools, where every learner feels safe and valued.

"At first I was a little confused about R because every time he came in, his friends were scared, so they kept away from him. It turns out that he is different from the others, since taking part in the training I have gained new knowledge to handle him, now he wants to study calmly" (TR, Elementary School Teacher, Pesisir Barat Regency, Lampung)

Educators who have a deep understanding of the diversity and needs of students and implement inclusive teaching practices will create a learning environment that empowers all students (Nadhiroh & Ahmadi, 2024). learning styles and needs of students, so that each individual feels valued and supported in the learning process. This not only creates a school culture that respects differences, but also reduces incidents of discrimination and bullying by promoting understanding, cooperation and tolerance among students. As a result, schools will become more child-friendly places, where all students can grow and develop optimally without any obstacles or discrimination.

Improve Educators' Leadership and Collaborative Skills

Driving organization programs and driving school programs have an important role in improving the leadership and collaborative skills of educators (Mariana, 2021). They provide training, mentors, collaborative forums, additional assignments, and recognition of achievements that help educators develop their skills in this area. Through the support provided, these programs not only enhance individual abilities, but also strengthen the overall collaborative culture in the school, which in turn improves the quality of learning for all students.

Educators who implement an inclusive approach to learning often strengthen their leadership skills and collaborative abilities. In an inclusive learning environment, educators must understand and respond to the diverse needs of each student, build strong relationships with students, parents, and colleagues, and collaborate with various individuals and groups (Argadinata et al., 2023). This process requires strong leadership skills to guide students effectively, facilitate discussion and collaboration, and manage challenges and conflicts tactfully. Thus, implementing an inclusive approach to learning can strengthen educators'

leadership abilities and collaborative skills, which in turn will strengthen a child-friendly school culture and improve the overall quality of education.

"Parents now care more about their children. Communication with the school is also good, whatever the school needs, parents are ready to help. Don't just blame the school if there is a problem" (AP, Middle School Teacher, Jeneponto Regency, South Sulawesi)

Involving parents and families in the educational process, as well as collaborating with local communities and institutions outside the school, can create a strong support network for all students (Lakkala et al., 2021). This may involve community programs, collaboration with mental health agencies, or collaboration with volunteer organizations to provide additional support for students. Child-friendly school policies can encourage the active participation of school committees and parents in designing and implementing policies and programs that support children's welfare at school. Involving parents in decision making and providing them with appropriate information about children's rights is also an important part of this policy.

Encouraging Innovation in Learning

Driving organization programs and driving school programs play an important role in encouraging innovation in learning. This program provides support, resources and a collaborative forum for teachers and school staff to develop new ideas in learning (Nasir et al., 2023; Suwarni, 2022). By emphasizing problem solving, providing recognition for innovative efforts, and encouraging the testing of new ideas, these programs create an environment that stimulates creative and innovative thinking among educators (Auernhammer & Roth, 2021; Songkram et al., 2021; Syafaruddin et al., 2016). In doing so, they help create a learning culture that is dynamic and responsive to evolving educational needs.

Inclusive teaching practices encourage innovation in learning, as educators need to adapt their approaches to meet the diverse needs and learning styles of each learner. Child-friendly schools are often a catalyst for innovation in learning (Mukhid, 2023). By focusing on the needs and well-being of students, such schools tend to be open to new learning methods and approaches that can improve students' learning experiences. They may adopt new technologies, collaborative teaching models, or differentiation approaches that can better meet students' individual needs, making innovation an integral part of their efforts to create dynamic and inclusive learning environments.

"Since the training, we have been provided with various interesting methods and applications for the learning process. Children become more enthusiastic in learning, all learning styles can be met so the material can be accessed by children" (JM, Samarinda City Middle School Teacher, East Kalimantan)

Child-friendly schools also encourage collaboration between students, educators and communities in designing and implementing innovations in learning (Arpani & El Muhtaj, 2023).. Strengthening relationships between all educational stakeholders, schools can create an environment that supports experimentation, reflection and shared learning. These collaborations enable the adoption of new ideas, share best practices, and support educators' professional growth, as well as providing opportunities for students to play an active role in their learning experiences. By strengthening these aspects and committing to creating an inclusive learning environment, schools can create a supportive atmosphere for all students to grow and develop optimally.

4 CONCLUSIONS AND SUGGESTIONS

The Mobilizing Organization Program (POP) and the Mobilizing School Program (PSP) in establishing child-friendly schools show that these two programs have a significant role in promoting inclusive education in educational units. POP and PSP help improve educators'

competencies, teaching practices, skills and knowledge in providing inclusive learning for all students. With educators trained in inclusive teaching practices, schools can create inclusive learning environments where every learner feels welcome, valued, and supported. The impact of this program also includes reducing levels of discrimination and bullying, increasing educators' leadership and collaborative skills, and encouraging innovation in learning.

Suggestions for further implementation are to increase support from the government and related institutions in implementing policies and programs that support inclusive education, including the allocation of resources for training and development of teaching staff. It is also important to involve parents, families and communities in the educational process and promote collaboration between stakeholders to create an inclusive learning environment. In addition, it is necessary to increase support for innovation in learning by facilitating collaboration between schools, educators and communities to adopt new ideas and share best practices. By strengthening these aspects, it is hoped that schools can create a supportive atmosphere for all students to grow and develop optimally in an inclusive educational environment.

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