

Conference Paper

The Opinions of Junior High School Students About the Implementation of the Child-Friendly School Program

Priadi Surya, Nurtanio Agus Purwanto, Lia Yuliana, Aris Suharyadi, and Lantip Diat Prasajo

Department of Educational Administration, Universitas Negeri Yogyakarta

ORCID:

Priadi Surya: <https://orcid.org/0000-0001-6965-8861>

Abstract

This study aimed to examine the opinions of students about the implementation of the Child-Friendly School program in Public Junior High School 15 in Yogyakarta, Indonesia during the first generation of implementing the program. Understanding the perspectives of the students is important for ensuring that the program is successfully implemented. The study applied a qualitative approach. Data were collected through a questionnaire consisting of six questions in narrative form. Ten students participated. The questionnaire was conducted through Google Forms due to the social distancing policies in place because of the COVID-19 pandemic. Data were analysed through thematic analysis. The main findings showed that students perceived that: (1) the program emphasised fulfilling child-rights; (2) the principal was the main actor explaining the program; (3) the principal suggested implementing the program in regards to children development stages; (4) teachers implemented the program through active child-centred, creative, effective and joyful approaches; (5) administration staff implemented the program by providing supporting services with etiquette education for students; and (6) in general, the program was well implemented, since students felt comfortable to express their thoughts and felt safe at school.

Keywords: Child-Friendly School, school management, program, student voice

Corresponding Author:

Priadi Surya

priadisurya@uny.ac.id

Published: 29 December 2021

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

1. Introduction

The Child-Friendly School, or in Indonesian *Program Sekolah Ramah Anak* is a national programme campaigned by the Ministry of Women Empowerment and Child Protection, stipulated in the Ministerial Law No. 8/2014. Its implementation in schools, especially in the Primary School and Junior High School, is organised by the city council. Indonesia has 11,097 child-friendly-schools in 236 cities within 34 provinces [1]. It would likely increase in every year. In the Special Region Yogyakarta, one of the implementing cities is Yogyakarta Municipality. The city of Yogyakarta has the Mayor Law No. 49/2016 about the Child-Friendly School. The initiation was implemented in four piloting schools:

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Pujokusuman Primary School in Sub-District Mergangsang, Ngupasan Primary School in Sub-District Gondomanan, Junior High School 7 in Sub-District Tegalrejo, and Junior High School 15 in Sub-District Danurejan. It is inline with the Yogyakarta Municipality Government as a child-friendly city based on the Municipality Law No. 1/2016 about the Child-Friendly City. Within its development, in 2019 there are 55 schools or 12,4% out of all schools in Yogyakarta Municipality have fulfilled the Child-Friendly School criteria. Furthermore, it is expected that it will be 176 schools or 50% out of all schools in 2020, and 100% in 2021 [2].

This study focuses on the implementation of the Child-Friendly School programme in Junior High School 15 Yogyakarta from the stance of human resources management, especially the role of school personnel according to students' voice. The school was chosen to be the research locus since the school included as the first generation implementing the child-friendly school programme in Yogyakarta. In addition, the school has been successful implementing other specific programmes, such as "the gender-responsive school".

The contribution of human resources is one of the important factors in the programme implementation in school [3]. Human resources are the motor of this programme. In the school institution, principal is both a leader and manager organising the program implementation. Within such an institution, the principal usually forms a team coordinating the program implementation. Later on, the team will deliver principal direction to all school members. After the formal declaration, the school should form a task force comprising of teachers, administration staff, and parents. The task force forms a protection committee by implementing children protection policy [4].

A task force or team is a group of individuals with the same goals that can effectively perform the intended tasks. This team should be given sufficient time and resources to work. However, frequently, leaders and members do not really engage, and the agreed time for working is useless because the tasks are not handled effectively. When the task force in school cannot work properly, therefore the organisation effectiveness in general is disturbed. If the team itself cannot work properly, they seem do not give effective relation to other school members, in which they should implement their tasks. [5]

In fact, a number of the Child-Friendly schools in Yogyakarta now face problems, especially in the matter of consistency on the programme implementation, related on the child development in schools. There is the decreasing commitment, because teachers who have good concerns on the programme was transferred to other schools, which have not yet become a Child-Friendly School. Human resources become a main

aspect for the sustainability of the programme. However, it is also a challenge related to socialisation. [4]

Besides teachers, administration staff and all other school members are also expected to contribute in the programme implementation. In fact, only teachers who were given training to implement the Child-Friendly School that is convenient and safe for children. On the other hand, the other school members: administration staff, security personnel, gardener, etc., also needs particular training to actualise the safe and convenient environment for children. [6]

Furthermore, the preliminary study conducted by the authors shows that there are teachers of Junior High School 15 Yogyakarta, who do not join with the organising team of the Child-Friendly-School programme; who do not fully implement particular habituation activities such as joyful learning, ice breaking in teaching-learning. This raises a question that how the school management deal with the problems. Schools have obstacles to train their teachers for being fully ready to implement the programme. [7]

On the other hand, human resources as the programme implementer have significant factor to reduce child-related problem cases in schools. The data from the Indonesian Child Protection Commission/KPAI shows a number of child-related cases in education sector during 2011-2016 (see Table 1). [8]

TABLE 1: A number of child-related cases in school

Year	Number of cases
2011	276
2012	522
2013	371
2014	461
2015	538
2016	267

Several child-related cases in education sector found in Indonesia comprise of: (1) child conducting brawl; (2) child a victim of brawl; (3) child a victim of school policy, such as expelled from school due to pregnancy, illegal fee from school, school closing due to legal issues, prohibition to join examination, dropout, etc.; (4) child conducting violence in school; (5) child conducting bullying actions; (6) child a victim of bullying action; (7) child facing the legal court for conducting physical violence (mistreatment, brawl, fighting, etc.); and (8) cases related to educational facilities. [8]

To prevent these child-related cases in school, principals, teachers, and administration staff should have knowledge and commitment to implement the Child-Friendly

School programme. This study explores students' voice toward the implementation of the Child-Friendly School programme in the Junior High School 15 Yogyakarta, especially the school personnel roles. This study focuses on how the school personnel deliver the programme to their students, as perceived by the students themselves. Thus, the students contribute to answering these questions:

1. What is the Child-Friendly School programme?
2. Who are giving explanation about the Child-Friendly School programme to students? How is he/she explaining?
3. What activities are indicating the implementation of the Child-Friendly School programme?
4. What activities or attitude are demonstrated by teachers as the actualisation of the Child-Friendly School programme?
5. What activities or attitude are demonstrated by administration staff as the actualisation of the Child-Friendly School programme?
6. To what extent has the school effectively been a friendly school for the students? What are the reasons?

2. Related Works/Literature Review

The Child-Friendly School was introduced in 1999 by the education commission of the UNICEF in New York. This programme is indicated by publishing a manual book of the development of the Child-Friendly School in 2006. It suggests a concern on school to provide convenience for students. Through a convenient school, children will be happy at school with activities motivating their achievements.

The framework of the Child-Friendly School is: "Child Friendly Schools are child centred, they are inclusive, they are gender equitable and celebrate cultural backgrounds and languages, they are effective - that is, in Child Friendly schools, children are learning and being educated, child Friendly schools are protective, safe, healthy environments. they are characterized by democratic participation." [9]

In Indonesia, the Ministry of Women Empowerment and Child Protection stipulated the Ministerial Law No. 8/2014 about the Policy of Child-Friendly School. It is stated that the Child-Friendly School prioritises the fulfilment of child rights in school. Furthermore, the Child-Friendly School is a formal, non-formal, and informal education institution

which is safe, clean, and healthy, and has environmental culture [10]. This is to be able to guarantee, to fulfil, to respect child rights and to protect children from violence, discrimination, and other mistreatment, and to support child participation especially in the planning, learning policy, supervision, and reporting mechanism related on child rights fulfilment and protection in education [11].

The Child-Friendly School is a school intending to assure and to fulfil child right in every aspect of life systematically and responsibly. The main principle is non-discriminatory interests, right to live, and respect for children. This is in line with the Law No. 23/2002 about Child Protection article 4, stating that child has right to live, to develop, and to participate fairly according to humanistic principles, and to be protected from violence and discrimination. The participation is manifested as right to give expression and to be heard. The Child-Friendly School is a school opening itself to involve children to participate in every activity, social life, and to support child development and wellbeing. [12]

The Child-Friendly School is a school which is safe, clean, healthy, green, inclusive, and convenient for child physical development, cognition, and psychosocial, including those with special needs. To actualise the Child-Friendly School, it needs supports from various parties, such as family and community, which are the real education setting closer to children [12]. Supporting environment protects and provides safety and convenience for children. It will really help child to find self-identity. Children have habitus to imitate, to try, and to find admission for their existence in the environment where they live. The supporting roles on the Child-Friendly School are shown in Table 2.

TABLE 2: Supporting factors on the Child-Friendly School

No	Scope	Description
1.	Family	Providing the main and the first education for children. Providing the economic protection and the space for expression and creation as well.
2.	School	Serving the children needs especially the unfortunate one in education. Caring the children condition before and after teaching-learning. Caring the children healthy, nutrition, and helping children to learn healthy life. Respecting child rights and gender equality. Motivating, facilitating, and being good friends for children.
3.	Community	Being community and education setting after the family. Engaging cooperation with school as the school output recipient.

Furthermore, the Child-Friendly School should be implemented through the suitable principles. There are several principles should be implemented to build the Child-Friendly School. (1) School is expected to presents itself as a medium, not just convenient place for children to learn; (2) The children world is “playing”. In the playing, children

are actually learning and working. School is a place for playing which introduce the fair competition on the teaching-learning process; (3) School has to create space for children to speak about their school. The purpose is to create dialectic among the values given to them through education; (4) Educators should not be threatened by doing student assessment, because basically a score does not add reality or substance from such an object, instead solely the score. The score is not a thing or substance of the object, instead characteristic, quality, subgenres, owned by the object that is labelled “good”; (5) School is not a world separated from the children daily life within family. This is because the student achievement cannot be separated from the daily reality. The limited both courses time allocation and binding curriculum are obstacles in meaning making among the interaction of educators and children. To resolve this, the school could organise a specific time outside the regular time comprising a sharing session both between children themselves and between teachers and children among their life reality, what reaction of their parents when they have a bad score at school, or what their parents’ expectation on them. The results of this meeting could be such reflection for a subject delivered in class. This attempt is a strategy for educator to know children condition. This is because in a part of society, child is viewed as family investment, as an assurance in which the old parents relying on in the future [12].

In addition, school should provide conducive atmosphere therefore children would feel convenient and express their potentials. For being conducive, there are several significant aspects: (1) the suitable school programmes; (2) the supporting school environment; and (3) the sufficient school facilities [12]. The implementation of the Child-Friendly School in Yogyakarta Municipality, especially in the primary education. The implemented Child-Friendly School includes, *first*, the policy implementation in teaching-learning without violence and discrimination. This means the teaching-learning process in school is conducted with the principle: “fun for students, teachers do not give physical punishment for students, no discrimination for students”. *Second*, the policy implementation on social and physical school environment. The schools attempt to create harmonious environment. In addition, the physical environment and the complete facilities support the students’ needs. The two piloting schools of the Child-Friendly School which are the research locus have attempted to create conducive and convenient place for students. This is indicated by the students feeling: safe and convenient in school. The policy of Child-Friendly School is implemented by school members supported by parents and community nearby [13].

Learning organisation is recommended to implement the Child-Friendly School programme. Institutionalising the programme is not easy because it needs school commitment to provide the best education services involving other parties. In addition, the school should create sufficient system, management, culture, environment, and programme which is suitable with each school condition. The Child-Friendly School is expected creating conducive and inclusive atmosphere for child development. Therefore, school do not become static, mechanistic, and bureaucratic, instead become dynamic, innovative, and democratic [14].

Human resources in school are the organising school members within the programme implementation [9]. In the actualisation, principals, teachers, administration staff, gardeners, school boards, parents, colleagues, and extracurricular mentor should have understanding and skills in accommodating child rights. The obligations are compulsory for all activities (curricular, co-curricular, and extracurricular) because all of human resources in school will interact with students. Everybody in school and out of school should involve in the programme. Furthermore, those intensively contact with students, such as teachers, should have more skills rather than solely knowledge about the Child-Friendly School. As a part of giving space for students' expression, this study answers how is student voice towards human resources' role in the implementation of the Child-Friendly School programme.

3. Material & Methodology

3.1. Research Method and Research Design

This study uses qualitative method and explores information that is built into a construction of meaning describing phenomenon. The main concern of this study is meaning making towards the empirical facts through in-depth description. Since the Junior High School 15 Yogyakarta as the research-analysis-subject has its unique characteristics, this study uses study case design. The case is how is human resources' role in the implementation of the Child-Friendly School programme in Junior High School 15 Yogyakarta based on student perspective.

Meanwhile, the research setting is Junior High School 15 Yogyakarta, Indonesia, which have implemented the Child-Friendly School programme. The selection criteria for this research locus is the school status related to the programme; the school included as the first generation implementing the child-friendly school programme in Yogyakarta. In addition, the school has been successful implementing other specific programmes,

such as “the gender-responsive school”. Based on this consideration, the school has experienced to implement such specified programme.

The school address is Jl. Tegal Lempuyangan No.61, Bausasran, Sub-district Danurejan, the City of Yogyakarta, Special Region Yogyakarta, Indonesia. The study was conducted in March-June 2020 starting from planning research, developing instrument, conducting observation and preliminary research, documentation study, proposal seminar, collecting data, analysing data, and writing report.

3.2. Research Participants

Research subject are person, artefacts, or something related to the place in which the data has correlation with the research problems [15]. The collected data is an authentic data gathered from informants knowing and understanding information needed. The targeted informants in this study are students of Junior High School 15 Yogyakarta experiencing the implemented Child-Friendly School programme (see Table 3).

TABLE 3: List of Students, Research Informants

No.	Initial	Sex	Grade
1	SYFBS	Male	7
2	H	Female	7
3	HH	Male	8
4	A	Female	7
5	SS	Male	9
6	NPRP	Female	8
7	CAP	Female	8
8	NSR	Male	8
9	MFRH	Male	8
10	FAW	Male	7

The human resource in the school have implemented school development programme and do have particular team organising the programme, based on the principal policy letter. The students play role as informant in this study due to giving place for them to express their thought, as a part of building convenient school-atmosphere. The students have experience the school situation and condition within the implementation of the Child-Friendly School programme. This includes both teaching-learning process in class and extracurricular, and the school environment in general.

3.3. Data Collection and Data Analysis

In the preliminary research, interviews with principal and teachers was conducted with loose and open question and answer, unstructured interview about the depth of the Child-Friendly School programme. This data collection could be used to know something deep from informant [16]. The interview was held when researcher team proposing permission to the principal for conducting the research in the Junior High School 15 Yogyakarta. In addition, during this preliminary research, the researcher team conducted observation on school environment to get atmosphere in which the programme implemented. The observation conducted by the researcher team in person to observe space, place, people, activity, artefacts, time and events in connection with the Child-Friendly School programme [16]. The researcher team also learned several school documents such as school profile and the guidance book of the Child-Friendly School programme. This preliminary research gave a sense for the researcher team about the general situation of the program implementation. Meanwhile, due to the pandemic Covid-19, the students' perspective towards the implementation of the Child-Friendly School programme was facilitated through a narrative form by using *Google form* as the medium. There are 6 (six) questions given and the students asked to give their opinion or answers. Both questions and answers are in Indonesian, therefore the researchers translated into English for this international publication purposes.

The data validity in this study was examined by using informant review and triangulation [18]. The narration from the students was described by the researcher and confirmed the participants themselves. The triangulation was conducted by comparing sources, methods, and underlying theories. The data analysis in this study was systematically processes to find and to arrange data collected through interviews, observation, and documentation study from the preliminary research and the narrative form specific exposing students voice. The data was organised into category, explained into units, synthesised, arranged into patterns, chosen and concluded as relevant to research questions [15]. This data analysis used in this study was interactive analysis [18]. This analysis comprises of data reduction, data presentation, and conclusion making or verification. These activities were conducted through an interactive continuity data collection and conclusion making concurrently. The themes generating from the narrative data were synthesised with the research questions.

4. Results and Discussion

4.1. Results

4.1.1. Student Voice on the Child-Friendly School Programme

Students may have various perspective on the Child-Friendly School Programme. It could be conceptual understanding, application understanding, etc. There is a perspective based on its application specifically in the school.

“The Child-Friendly School is a school which is always friendly for school members with 5S (Senyum/Smile, Salam/Salutation, Sapa/Greeting, Sopan/Etiquette, Santun/Politeness).” [SYFBS, grade 7]

Another participant specifically concerns on both facilities and human resources who have close relationship with students, in a friendly sense.

“The Child-Friendly School is a school which have safe facilities for being used by students and have human resources: teachers and administration staff, who are close with students.” [A grade 7]

Meanwhile, several students write similar sounds: a concept of the Child-Friendly School emphasising the fulfilment of child rights systematically.

“The Child-Friendly School is a school consciously attempt to assure and to fulfil child right in every aspect of life in a planned and responsible way.” [SS, grade 9; NSR, grade 8; NFRH, grade 8]

“The Child-Friendly School is a school consciously attempt to assure and to fulfil child right in every aspect of life in a planned and responsible way. The main principle is non-discrimination interests, right to live, and respect for children.” [H, grade 7; CAP, grade 8]

“It is a school attempting to guarantee and fulfil child rights in every aspect of life.” [HH, grade 8]

In addition, the other students reiterate that the programme is also to prevent bullying and other violence, instead it supports to convenience atmosphere to learn and to develop student potentials.

“The Child-Friendly School is a school attempting to assure student rights, providing the rights, avoiding the bullying in school, and students can learn conveniently.” [NPRP, grade 8]

“Fulfilling child’s education right and assuring children can learn effectively to develop their potentials and receiving protection from violence.” [FAW, grade 7]

The students view that the Child-Friendly School is a school providing the systematic fulfilment of child rights, including warm school atmosphere, sufficient facilities, and violence prevention.

4.1.2. Student Voice on Those Giving Explanation about the Child-Friendly School Programme

All informants have the common answer regarding one giving explanation about the programme in school: the principal. The principal is viewed as a person with self-confident, and her style while speaks in front of the students.

“Mrs. SAB [the Principal] u explained very well and confidently.” [SYFBS, grade 7]

“The one gives explanation about the Child-Friendly School was Mrs. Principal of the Junior High School 15. She explained... with her own style.” [CAP, grade 8]

“Mrs. Principal of the Junior High School 15, she explained by giving presentation in front of the students.” [HH, grade 8]

Other participants also concern on the message well-delivered by the principal.

“The one gives explanation about the Child-Friendly School was Mrs. Principal of the Junior High School 15. She explained that the Child-Friendly School is a school consciously attempt to assure and to fulfil child right in every aspect of life in a planned and responsible way. The main principle is non-discrimination interests, right to live, and respect for children.” [H, grade 7; A, grade 7; SS, grade 9; NPRP, grade 8].

“Mrs. Principal, she explained that... the Child-Friendly School is a school which is safe, clean, healthy, green, inclusive, and convenient for physical development, cognition development, and psychosocial development of the boys and girls, including those with special needs. [NSR, grade 8; MFRH, grade 8]

“The Principal, she explained about the child rights to get full education, child can participate in various activities and get protection from violence. [FAW, grade 7]

The central figure explaining the Child-Friendly School is the school principal. She explained the programme in person to all students in such a general assembly.

4.1.3. Student Voice on Activities Indicating the Implementation of the Child-Friendly School Programme

There is a straightforward activity indicated by informant referring to environmental friendly atmosphere.

“It was implemented through activities which are environmental friendly, such as planting trees, etc.” [SYFBS, grade 7].

Meanwhile the other informants tend to describe the programme activities in such normative and general way: the programme is adjusted to child development; the provision of after school and extracurricular programme.

“Activities or attitudes initiated by the Principal of Junior High School 15 Yogyakarta as the implementation of the Child-Friendly School programme are adjusted to the child development stages. Children are not forced to do something however the programme makes children motivated to explore themselves. Furthermore, the school environment and atmosphere are the place for children to learn about life. Thus, the school have programme until afternoon. The nature of children activities in community is also organised in school, therefore children still get expected experiences from the community, and completed by the sufficient facilities.” [H, grade 7; A grade 7; SS, grade 9; CAP, grade 8; MFRH, grade 8; NSR, grade 8]

“The demonstrated attitude uses the non-discrimination principle, right to live, and respect for students.” [HH, grade 8]

“Activities or attitudes conducted by the principal are giving understanding and education about the Child-Friendly School, giving school rules to implement the child-friendly programme.” [NPRP, grade 8]

“Giving a briefing about child rights and education service fulfilment, and prevention from violence.” [FAW, grade 7]

The activities implemented are mostly related to fulfilling child rights and providing positive atmosphere in school.

4.1.4. Student Voice on Activities or Attitude Demonstrated by Teachers as the Actualisation of the Child-Friendly School Programme

There is a straightforward activity indicated by informant referring to how teachers teach in classroom. In addition, there are also teacher activity within school environment.

“Teaching students in a friendly way.” [SYFBS, grade 7]

“Teacher’s activities or attitudes are assuring the students conveniently learn in school, preventing bullying and the similar things, giving specific understanding about the Child-Friendly School and its benefit.” [NPRP, grade 8]

“[They are] guiding children to develop their talent, involving children to participate in every activity, and giving protection to children.” [FAW, grade 7]

Meanwhile the other informants tend to describe the teacher activities in both normative and details: student-centred learning, and the provision of positive atmosphere in school.

“Activities or attitudes conducted by teachers of the Junior High School 15 Yogyakarta as the implementation of the Child-Friendly School are demonstrating the teaching-learning which is ‘active, creative, effective’, and it provides children to create, to express, to participate, according to their age and maturity; provides protection and safety for children; provide fair treatment for both boys and girls, smart and slow learner, rich and poor, normal and disable, child of high rank officer and blue-collar worker. the affection for students, concerning to the slow learner, because the physical and non-physical punishment would make children traumatised, ... reciprocal respecting the child right among the students, among the school personnel, and between the school personnel and students.” [H, grade 7; A, grade 7; SS, grade 9; CAP, grade 8; NSR, grade 8; MFRH, grade 8]

Teacher activities mostly are based on the principles orientated for children wellbeing, equity, and equality in school.

4.1.5. Student Voice on Activities or Attitude Demonstrated by Administration Staff as the Actualisation of the Child-Friendly School Programme

There is information indicating the normative and general supporting activities from administration staff in school for the programme.

"[They are] giving educational programme." [SYFBS, grade 7]

"Activities or attitudes conducted by the administration staff are implementing things to make the Child-Friendly School become successful." [NPRP, grade 8]

"[They] fulfil the child rights as a student, and organise activities involving children there." [FAW, grade 7]

Meanwhile other informants give explanation about the contributing action from administration staff in school that is delivering with etiquette. This give a good education for student to follow such politeness.

"Activities or attitudes conducted by the administration staff of Junior High School 15 Yogyakarta includes: habituating etiquette while giving opinion by do not interrupting one talks, raising hand before to talk, talking a chance given, listening others opinion. The process of teaching and learning is supported by instruction media like text book and other learning kit and equipment, therefore it helps the student acquisition, then they provide services to anticipate the fulfilment of facilities in classroom and school environment." [H, grade 7; A, grade 7; SS, grade 9; CAP, grade 8; NSR, grade 8; MFRH, grade 8]

"Activities or attitudes conducted by the administration staff of Junior High School 15 Yogyakarta includes: habituating etiquette while giving opinion, listening others opinion, providing services and facilities, such as books, projector, both in classroom and school environment." [HH, grade 8]

Administration staff in the school give education as well as excellent services for student by providing facility and services supports.

4.1.6. Student Voice on to what extent has the School Effectively Been a Friendly School for the Students

The general themes come up from the informants about to what extent has the school effectively been a friendly school for the student. At first, there is particular atmosphere in school which is convenient, safe, and conducive for students.

“Junior High School 15 Yogyakarta so far has been successfully becoming a child-friendly school for the students. The notable account, the school could create such conducive atmosphere therefore students feel convenient and could express their potentials; supportive school environment; sufficient facilities, especially related on student needs; safe zone and secured zone in school; free from cigarette advertisement; inclusive education, and the last one, arranged school environment and interesting classroom, that is impressing, and the pastoral system and individual approach so that the school become a convenient and fun place.” [H, grade 7; A, grade 7; SS, grade 9; CAP, grade 8’ NSR, grade 8; MFRH, grade 8]

“It is successful because Junior High School 15 have many activities that concern on friendly things for all children.” [SYFBS, grade 7]

“Junior High School 15 has been successfully becoming a child-friendly school because the school could create conducive atmosphere, therefore students feel convenient and could develop their potentials; the school facilities are sufficient and the environment arrangement is interesting and impressing.” [HH, grade 8]

“In my opinion, Junior High School Yogyakarta has been successfully becoming a child-friendly school because as long as I attend the school, I receive my rights as a student, could learn conveniently in school, do not find bullying and so on.” [NPRP, grade 8]

“It has, because Junior High School 15 Yogyakarta has fulfilled requirements as a child-friendly school. It starts from the briefing, guidance, and protection for children.” [FAW, grade 7]

The successful implementation of the Child-Friendly School programme is indicated by the positive atmosphere perceived by students, including the child rights fulfilment, convenience environment, and interesting teaching and learning in classroom.

4.2. Discussion

The findings show that students may have various perspective on the Child-Friendly School Programme. It could be conceptual understanding, application understanding, etc. There is a perspective based on its application specifically in the school. It also specifically concerns on both facilities and human resources who have close relationship with students, in a friendly sense. Indeed, it refers to the concept of the Child-Friendly School emphasising the fulfilment of child rights systematically. Furthermore, this reiterates that the programme is also to prevent bullying and other violence, instead it supports to convenience atmosphere to learn and to develop student potentials. the Child-Friendly School is viewed as a school providing the systematic fulfilment of child rights, including warm school atmosphere, sufficient facilities, and violence prevention. The student perspective is very close to the definition of the child-friendly school policy from the Ministry of Women Empowerment and Child Protection stipulated in the Ministerial Law No. 8/2014 about the Policy of Child-Friendly School. The programme prioritises the fulfilment of child rights in school, which is safe, clean, healthy, has environmental culture, assuring child rights, protecting children, and supporting child participation [11].

The general explanation about the programme was delivered by the school principal. The principal is viewed as a person with self-confident, rhetoric style, and strong message delivered. In the dimension human resources management, the government has selected the principal as the chief of the programme in school. This selection is a decision-making process in which one individual is chosen over another to fill a position on the basis of how well characteristics of the individual match the requirement of the position [19]

The implementation of the Child-Friendly School programme is actualised into several activities, including environmental friendly atmosphere. The normative and general school programme is adjusted to child development; the provision of after school and extracurricular programme. In sum, the activities implemented are mostly related to fulfilling child rights and providing positive atmosphere in school. The findings are in accordance with the framework of the Child-Friendly School, which is child centred, inclusive, gender equitable and celebrate cultural backgrounds and languages, effective in which students are learning and being educated, protective, safe, healthy environments, and characterized by democratic participation” [9].

Teachers mainly implement the programme within teaching and learning processes in class, by demonstrating student-centred approach, and completed with wider activities

in school environment. Teacher activities mostly are based on the principles orientated for children wellbeing, equity, and equality in school. The teachers have created space for children to speak and actively participate during the lessons. This opens dialectic among the values given to them through education. The participation is manifested as right to give expression and to be heard, including during the lessons. The Child-Friendly School is a school opening itself to involve children to participate in every activity, social life, and to support child development and wellbeing [12].

School administration staff could give a good example for students by demonstrating positive performance of excellent service. This service is administrative supports in school, which is their main role. The finding shows characteristics that are supporting in the implementation of the Child-Friendly School, as well as character education: such as providing equipment and administrative service with etiquette for children. This is in line with the principles of excellent service: (1) in-time service (2) accuracy; (3) warm and politeness; (4) responsibility; (5) completeness; (6) practicality or simple procedure; (7) variation of service; (8) interpersonal service; (9) convenience; (10) supporting service attributes [20, 21].

In general, the atmosphere in school is convenient, safe, and conducive for students. The school policies are implemented to fulfil the child-friendly situation, such as (1) providing sufficient, good, and facilities; (2) implementing joyful learning in the classroom; and (3) close social relation among school citizens. Furthermore, positive atmosphere is perceived by students, including the child rights fulfilment, convenience environment, and interesting teaching and learning in classroom. The findings indicate that there are learning organisation used as medium for implementing the Child-Friendly School programme. Institutionalising the programme is not easy because it needs school commitment to provide the best education services involving other parties. In addition, the school should create sufficient system, management, culture, environment, and programme which is suitable with each school condition. The Child-Friendly School is expected creating conducive and inclusive atmosphere for child development. Therefore, school do not become static, mechanistic, and bureaucratic, instead become dynamic, innovative, and democratic [14].

5. Conclusion

Students have various perspective on the Child-Friendly School Programme, which are conceptual understanding and application understanding. The applicative perspective come up based on its programme activities specifically in the school. In addition, there

are facilities and human resources with close relationship in a friendly sense. Indeed, most students emphasise the programme as the fulfilment of child rights systematically and reiterate that the programme is also to prevent bullying and other violence, to support convenience atmosphere for developing student potentials and learning.

All informants have the common answer regarding one giving explanation about the programme in school: the principal. The principal is viewed as a person with self-confident, and her style while speaks in front of the students. Other participants also concern on the message well-delivered by the principal. The central figure explaining the Child-Friendly School is the school principal. She explained the programme in person to all students in such a general assembly.

In terms of school activities, students refer to environmental friendly atmosphere adjusted to child development; the provision of after school and extracurricular programme. These to fulfil child rights and providing positive atmosphere in school. Meanwhile, in the teaching and learning in class, students perceived that teachers have implemented student-centred learning and the provision of positive atmosphere in school. Teacher activities mostly are based on the principles orientated for children wellbeing, equity, and equality in school. Teachers are implementing a joyful learning approach, by modifying lesson through games and inserting “ice-breaking” in between a lesson to another. On the other hand, students give more focus and motivation to follow a variation of teaching approaches.

There are normative and general supporting activities from administration staff in school for the programme. The contributing values from administration staff is etiquette. This gives a good education for student to follow such politeness. Administration staff in give education as well as excellent services for student by providing facility and services supports.

In general, the school has been relatively effective implementing the Child-Friendly School programme. This is indicated by the positive atmosphere perceived by students, including the child rights fulfilment, convenience environment, and interesting teaching and learning in classroom. It starts by providing positive atmosphere in school which is convenient, safe, and conducive for students.

Acknowledgement

This research is fully supported by “Research Group” Grant from the Faculty of Education, Universitas Negeri Yogyakarta.

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