

## Research Article

# Implementation of Child-Friendly School Environments at SMPN 6 Kandis, Siak Regency, Riau

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**Abstract.**

The Government establishment of Child-Friendly Schools (CFS) enables the protection of children's rights in the educational setting. Education institutions are required by CFS to provide protection, security, and comfort for students while they are enrolled in the institution. An examination of the CFS program's implementation and its integration with the Environmental Literacy (Adiwiyata) and Mover School (a project to strengthen the profile of Pancasila students) Programs were conducted at SMPN 6 Kandis in Siak Regency, Riau. This study used observation sheets and interviews to obtain primary and secondary data at SMPN 6 Kandis. The observed implementation criteria consisted of younger siblings' treatment of all students, a learning process that facilitated active learning, the learning process was supported by teaching media in the form of real, print, and electronic media, student involvement in intra- and extra-curricular activities, conducive class arrangement with a literacy corner and structuring the classroom environment with Information and Education Communication (IEC). Based on the requirements for the Child-Friendly School program's implementation, data were analyzed descriptively. The study's findings demonstrated that the CFS program at SMPN 6 Kandis in Siak Regency, Riau Province, has been effectively implemented. The implementation of the CFS program at SMPN 6 Kandis can also be seen from the implementation of the Adiwiyata (Environmental Literacy) and Mover School (a project to strengthen the profile of Pancasila students) programs. CFS is expected to be a manifestation of the convention rights of children in pursuing education.

**Keywords:** Child-Friendly School, Children's rights, Environmental Literacy Program, Mover School Program

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## 1. Introduction

Indonesia's commitment to upholding the rights and protecting children, especially in the field of education, is confirmed in Article 28C paragraph (1) of the 1945 Constitution of the Republic of Indonesia (UUD 1945) which states that, "Everyone has the right to develop themselves through fulfilling basic needs, the right to receive education and benefits from science and technology, arts and culture, in order to improve the quality of life and for the welfare of humanity [1]". Furthermore, the 1945 Constitution states that, "Every child has the right to survive, growth, and development, as well as the right to be protected from violence and discrimination." [2]

Based on this article, Indonesian education established a policy known as Child-Friendly Schools (Indonesian: *Sekolah Ramah Anak/SRA*) to provide protection for children during their educational periods [3]. Through this policy, CFS must ensure that educational units are able to develop children's interests, talents, and abilities and cooperation for progress and a spirit of peace [4]. The Convention on the Rights of the Child (1989), which was ratified by the Indonesian government through Presidential Decree Number 39 of 1990, states that children are those aged 18 years and under. UNICEF defines children as people aged 0 to 18 years [5]. Based on these opinions, it can be concluded that a child is someone who is not yet 18 years old that must be fulfilled and protected by legal entities[6].

The CFS policy aims to protect children's rights during the educational process, ensure that they are at ease during learning activities, and make it simpler for kids to reach their full potential on their own [3]. The principles for the formation and development of CFS consist of five important points: (1) Non-discrimination; (2) The best interests of the child; (3) Survival and development; (4) Respect for children's views; (5) Good management. Meanwhile, CFS management is described in six components: (1) Child-Friendly School (CFS) Policy; (2) Curriculum Implementation; (3) Education and training of educators in children's rights; (4) infrastructure and facilities in schools that are child-friendly; (6) involvement of parents, community organizations, the business community, other stakeholders, and alumni [7,8].

The CFS concept works to create settings that are secure, sanitary, healthy, caring, and culturally appropriate in order to guarantee that children's rights are upheld and that they are shielded from abuse, violence, and other forms of discrimination [9]. While in the educational setting, children must be protected and encouraged to participate, particularly in planning, policy, learning, and supervision[10]. Moreover, building new schools is not the goal of creating child-friendly schools; rather, the goal is to make

existing schools more kid-friendly and to make sure that they uphold and defend the rights of children [11].

According to the Riau Province Governor's Decree Number 801/VI/2022 dated April 9, there are 829 CFS schools that have been designated in Riau Province. Of the total, MIS Uways Al-Qurni Pekanbaru City, MTs Muhammadiyah 2 Pekanbaru City, SMPN1 Dumai City, and SMPN 6 Kandis at the national level have attained CFS standardization/certification in 2023. Evaluation and monitoring of the CFS program is carried out by the local government or children's forum to determine the implementation of each component of the CFS program. However, the results of CFS monitoring in Riau Province have not been published on a massive scale, so information regarding the condition of CFS in Riau Province needs to be explored further.

Previous research related to the implementation of CFS, such as that conducted by Rofiah et.al [12] explains that the development of the Child-Friendly School model consists of five indicators, namely 1) A conducive learning atmosphere; 2) Adequate school facilities (and infrastructures); 3) A safe and peaceful school atmosphere; 4) Quality of teachers and 5) Involvement of parents and committees.

Chairiyah et.al [13] in their study of Child-Friendly Schools as a Form of Protection of Children's Rights in Elementary Schools also explained the characteristics of Child-Friendly Schools, namely: 1) All school residents are anti-all forms of violence, both verbal and non-verbal violence. 2) During school, children never experience unpleasant treatment. 3) Children are treated equally regardless of their background, ethnicity, race, religion, skin tone, and other characteristics. 4) Children experience happiness, safety, and comfort. 5) Teachers never make their pupils feel ashamed. 6) The food in the school cafeteria is kept hygienic. 7) After starting school, children become more conscious of their surroundings. 8) Anti-discriminatory and openly or transparently enforced school policies. This background informed the research that was done to assess how well the CFS program was being implemented at the chosen school, SMPN 6 Kandis, in the Riau Province. On the basis of implementation indicators and CFS evaluation components, this research will describe the CFS Program's implementation. There hasn't been much published research on the CFS program's implementation in the province of Riau. Therefore, it is hoped that the research's findings will help the government standardize and establish Child-Friendly Schools and implement gender-oriented education in CFS.

## 2. Research Method

The research carried out was quantitative descriptive research using a survey method carried out in Riau Province to see the implementation of the CFS program. The research was carried out in August 2023. The sample for this research was SMPN 6 Kandis, which was obtained through a *purposive sampling technique* with considered as one of the best CFSs in Riau Province.

This research uses observation sheets and interview instruments to obtain primary and secondary data related to the implementation of the CFS program. The research instruments are 1) an inventory list to measure program implementation, 2) a questionnaire to measure obstacles to program implementation, and 3) an interview sheet. Data collection activities were carried out through direct observations at schools, where researchers observed the condition of school infrastructure, school environmental conditions, learning activities, and student conditions in accordance with the CFS implementation criteria. Interviews and short discussions were carried out with the school principal, four CFS teachers, one school psychologist, and several students. Research data was analyzed descriptively based on the CFS program implementation criteria and CFS evaluation results. The criteria for implementing CFS are 1) Fair treatment; 2) The student learning process is active; 3) Learning is supported by teaching media; 4) Student participation; 5) Class arrangement and 6) Class environment. The CFS evaluation is based on six components: 1) CFS policy; 2) curriculum implementation; 3) educators and educational staff; 4) infrastructure; 5) child participation; and 6) participation of parents, community institutions, stakeholders, and others.

## 3. Result

### 3.1. Profile of SMPN 6 Kandis

SMP Negeri 6 Kandis is a state school in Siak Regency. This school is located at the Palapa-Kandis Cottage II plantation, Bekalar Village, Kandis District, Siak Regency, Riau Province (Figure 1).

In accordance with Decree No. 274/HK/KTSP/2007, SMPN 6 Kandis has existed since 2001 with a valid operating permit. The school, run by Mrs. Fauziah M.Pd, was accredited A in 2019 and began using the Independent Learning Curriculum (Kurikulum Merdeka) in 2021. The inauguration of SMPN 6 Kandis as a Child-Friendly School was determined based on the Decree of the Minister of Women's Empowerment and Child Protection in



**Figure 1:** SMPN 6 Kandis.

2022. In addition, this school has been designated as a Mover School for the second period in 2021 and an independent Adiwiyata (Environmental Literacy) school since 2016. Table 1 provides more details about the SMPN 6 Kandis profile

According to the findings of the profile analysis, SMPN 6 Kandis has satisfied the requirements for a Child-Friendly School in terms of thorough administration. The analysis of the CFS program's implementation at SMPN 6 Kandis was then evaluated in light of those criteria and the program's successes.

### **3.2. Evaluation of the Implementation of the Child-Friendly School Program at SMPN 6 Kandis**

The CFS program can be implemented well if the school design is in accordance with CFS standards [14,15]. The implementation of the CFS program requires commitment and humanistic relationships among all parties involved such as principals, teachers, education personnel, parents, and partners from various fields [16]. School policies related to CFS are documented in the program implementation component and used as a guideline to assess CFS's sustainability [17]. The evaluation results of the CFS program achievements are described as follows.

TABLE 1: Profile of SMPN 6 Kandis.

No	Indicator	Amount
<b>1</b>	<b>Infrastructure</b>	<b>47</b>
	Principal's office	1
	Teacher's room	1
	Counseling Guidance Room (Heart Workshop)	1
	Classroom	18
	Laboratory	1
	Library	2
	Student Health Unit	1
	Healthy Canteen	3
	Teacher Sanitation	2
	Student Sanitation	4
	Sink	4
	Multipurpose room	1
	Worship Room (Mosque and Church)	2
	Cooperative	1
	Sports field	1
	Green House	1
	Discussion Park	1
	Literacy Corner	1
	Beautiful Park	1
<b>2</b>	<b>Teacher Profile</b>	<b>22</b>
	Female teacher	4
	Male teacher	18
	Honorary Status	6
	Civil servant status	8
	GTT Status	8
	Certification	9
	Not yet certified	13
<b>3</b>	<b>Profile of Education Personnel</b>	<b>20</b>
	Honor Power	11
	Civil servants	9
<b>4</b>	<b>Student Profile</b>	<b>272</b>
	Female student	135
	Male Student	137
<b>6</b>	<b>Study Group</b>	<b>10</b>
	7th grade	3
	8th grades	3
	Grade 9	4

### 3.2.1. CFS Policy

The CFS policy is founded on a Decree from the CFS Team in the educational unit that includes students and parents. Based on the Principal's Decree No. 800/S.Kpts/SMPN 6 Kandis/2023/050 of 2023, the SMPN 6 Kandis CFS Team was established, with the formation of 15 CFS Teams composed of 1) CFS team of teachers; 2) CFS team of students; 3) Anti-violence team; 4) School Health Unit (UKS) Team; 5) Lesson Plan (RPP) audit team; 6) Team of anti-smoking, drug, and pornography ambassadors; 7) Heart-Workshop team; 8) Integrated Service Post (Posyandu) for youth; 9) Canteen supervisor; 10) Toilet supervisor; 11) Park supervisor; 12) Gazebo supervisor; 13) Picket yard; 14) Mosque picket and 15) Church picket. The formation of this team aims to maximize the implementation of the CFS program which includes learning activities, anti-violence policies against students, creating a school environment that is, healthy, safe, comfortable, and free from drugs, as well as realizing overall student participation. In addition, to ensure that the CFS program operates in accordance with national educational standards and keeps its focus on defending children's rights, it is crucial to establish a CFS Team to oversee all activities related to the program [10]. Additionally, the CFS team will be in charge of monitoring and reporting on how each group is implementing the program. Decisions about school policies will be made using the CFS team's monitoring and evaluation findings [18].

Other written commitments related to the CFS policy at SMPN 6 Kandis are outlined in the following points:

- a) Adopt positive guidelines and language devoid of any elements that might be construed as violating children's rights
- b) Have a policy against violence against students, which is outlined in the regulations for the educational unit
- c) Carry out various efforts to prevent and handle all forms of violence and discrimination against students
- d) Establish a system for monitoring violent educators and staff members.
- e) Monitoring, supervising, and taking action on the implementation of policies for preventing and handling violence against students
- f) Make efforts to prevent students from dropping out of school
- g) Have a commitment to implementing CFS principles in School-Based Management (SBM)

- h) There is a process of awareness and support for schools to understand the Children's Rights Convention
  - i) Commit to creating a smoke and drug-free area
  - j) Commit to implementing the Disaster Safe Education Unit structurally and culturally
  - k) Guarantee, protect, respect, and fulfill students' rights in carrying out their worship
  - l) Ensure the mainstreaming of Disaster Risk Reduction (DRR) in the learning process
  - m) Integrate reproductive health material into related learning materials
  - n) Integrating the application of Environmentally Friendly Behavior in the learning process
    - o) Routinely monitor child protection by functioning as guidance and counseling teachers, class teachers, picket teachers, children's pickets, and school committees
    - p) Supervise extracurricular activities
    - q) Have a policy of limiting and monitoring the use of devices and the internet
    - r) Have a team to supervise books in the library
    - s) Become a reference education unit for CFS

All these commitments and policies are regulated in the CFS Team Decree and implemented by each section team.

### 3.2.2. Curriculum Implementation

Child protection is prioritized in the CFS program's learning curriculum, which is carried out using kid-friendly procedures [4,19]. Child-friendly learning is described as learning that increases children's self-confidence and provides free time for self-development and cultural activities for children [20]. Furthermore, the implementation of the curriculum at SMPN 6 is based on the Merdeka curriculum and continues to apply the CFS Principles in School-Based Management (MBS), learning design, and school activity design. The implementation of the independent learning curriculum (Kurikulum Merdeka) provides opportunities for students to develop 21st-century interests and skills through active learning. The goal of applying active learning to students is to prepare them to be self-reliant and accountable for their education [21]. Moreover, active learning is defined as students actively participating in the learning process and actively working with teachers to create a system that facilitates easy access to and advancement of knowledge [22]. Based on the results of interviews with teachers, it is known that the implementation of the independent curriculum has not been optimal, because the school is still making adjustments as a driving school. The learning process



has implemented active student learning models such as STEAM, PJBL, and PBL, but not yet in its entirety. In implementing learning, teachers have started to create their own learning modules that are adapted to child-friendly teaching methods, but at some meetings, teachers still use media and learning modules adopted from the internet.

The implementation of the independent learning curriculum (Kurikulum Merdeka) at SMPN 6 Kandis has also implemented P5 which consists of two themes, namely entrepreneurship and sustainable lifestyle.

a. Entrepreneurial project (making plates from knitted sticks and bags).

This entrepreneurship program was initiated because the school is located in an oil palm plantation area, so the source of sticks is very abundant. This is what schools take advantage of in entrepreneurship programs. This project was successfully implemented and the stick plate work was sold out in a work title activity at the school

b. Sustainable lifestyle, carrying out projects for making ginger toga, palm tree mushrooms, and hydroponics. The aim of making ginger toga is to deal with the impact of forest fires, namely ISPA, where the ginger harvest will be used as an ISPA reliever drink extract. Palm tree mushrooms were chosen in this project for the use of a commodity in schools, namely palm oil. The ginger toga program is running smoothly and the school has sold the product in the form of ginger powder. Meanwhile, the oil palm and hydroponic mushroom program did not run as expected, due to errors in weather predictions in planting.

Implementation of the independent learning curriculum (Kurikulum Merdeka) with P5 activities provides opportunities for students to develop not only in terms of knowledge but also skills and can train an entrepreneurial spirit. Teachers realize fun learning in project work, but regarding the implementation of the Merdeka curriculum as a whole using the CFS method, the school is still in the adjustment stage.

### 3.2.3. Educators and Education Personnel Trained in the

#### Convention on the Rights of the Child

Child rights convection training aims to. One of the core programs of CFS is ensuring that all educators and education staff have skills related to the Child Rights Convention. Based on these needs, schools can provide training for teachers and education staff. To create professional CFS organizers in schools, training was provided for educators and school administrators [23], in order to create a peaceful and supportive learning environment in schools [24]. At SMPN 6 Kandis, training on children's rights and CFS has been carried out for all members of the teaching unit, education staff, students,

and parents. The school also carries out outreach regarding children's rights issues to all school members and provides at least two professionals who have been trained in children's rights practices. Implementation of the CFS program requires the professionalism of educators and school residents. Every school member is expected to have received learning training that prioritizes children's rights [25]. Children's rights training in the CFS program must be attended by all educators, school residents, parents, and school stakeholders.

#### **3.2.4. CFS Infrastructure Facilities**

School facilities according to CFS criteria are realized through 1) the Availability of symbols and signs related to the prohibition of bullying, smoking, evacuation routes, and gathering points, 2) the Availability of health rooms, changing rooms, clean toilets, study rooms in a religious context, library rooms, sports rooms, and fields sports and 3) Availability of comfortable counseling facilities and paying attention to the confidentiality of counseling activities. SMPN 6 Kandis has also been supported by laboratory facilities and an open garden that functions as a fun learning space for children. Learning facilities and open spaces are important facilities that children must have to meet their cognitive and skill development needs [17]. According to a number of studies, schools participating in a CFS program ought to have a minimum amount of space for classrooms, libraries, restrooms, fields and playgrounds, open areas, information technology, and health rooms. [26,27]. Furthermore, the welfare and comfort of students during learning activities will be supported by school environments that have complied with child-friendly standards [28].

#### **3.2.5. Participation of Parents, Community Institutions, and Stakeholders in Schools**

The participation of parents, community institutions, committees, and stakeholders in the CFS program is realized through intense communication activities between parties related to children's rights. Good social relations and communication between the school and parents are important for the implementation of the CFS program because every child's activity at school requires parental support and supervision. According to Song et.al [29], parental involvement is crucial in fostering a safe learning environment for kids, including minimizing bullying and misbehavior in the classroom. The school committee, in addition to parents, plays a significant role in helping schools oversee

and support the CFS program's implementation [30]. Several forms of participation by parents, committees, and stakeholders at SMPN 6 Kandis are:

- a. Preparation of school rules and regulations carried out in deliberation with parents and the committee
- b. Preparation of School Activity and Budget Plans (RKAS), which is carried out through meetings with school principals, teachers, parents, and committees for transparency in budget allocations and activities to be carried out.
- c. Providing bus and waste bank facilities for transportation and maintaining school cleanliness is carried out by palm oil companies in collaboration with schools. Another contribution from the company is providing disaster and forest fire response training to students.
- d. Alumni contributions at SMPN 6 Kandis regarding the CFS program include submitting proposals regarding CFS support programs and providing facilities and assistance with infrastructure to help the CFS program.

The achievement of the CFS program is also reviewed from the CFS implementation criteria which are described as follows

1. Fair treatment of all students has been carried out through student council activities and the election of class leaders
2. Active student learning process has been carried out through the application of project-based learning and fun learning.
3. Student learning process has been supported by real, printed, and electronic learning media. The school has also facilitated nature-based learning with open gardens.
4. Children's participation at SMPN 6 Kandis is realized by giving students opportunities to form peer communities (PIK-R and children's forums) and choosing extracurricular activities. Student participation has been stipulated in the principal's Decree, and they are accompanied by professional teachers.
5. Conducive classroom management is achieved by involving students in making class policies and regulations. Collaboration is established between teachers and students to produce a comfortable and conducive classroom environment.
6. Structuring the classroom environment has been carried out through the Information Communication and Education (KIE) program.

Some of CFS's superior programs at SMPN 6 Kandis which can fulfill children's educational rights consist of a literacy park called Rumah Kita as a safe and comfortable reading suggestion for students, an educational play area (Figure ??), canteen facilities

and healthy standardized food as well as a heart workshop program which is facilitated by school psychologists as a means of counseling guidance for students.



**Figure 2:** Literacy Corner and Reading Park facilities.

### **3.3. Barriers to Implementing the Child-Friendly School Program at SMPN 6 Kandis**

At SMPN 6 Kandis, the CFS program is being implemented successfully, and the school's infrastructure and facilities are up to par with program requirements. The implementation of the independent learning curriculum (Kurikulum Merdeka) and the CFS method for learning were both challenging for SMPN 6 Kandis. The creation of a unique CFS curriculum and kid-friendly teaching strategies is still being worked on by teachers. Additionally, a special curriculum and child-friendly teaching techniques should be used in child-friendly schools [31]. Activities for teaching students adopt approachable and child-safe teaching strategies [4,10] In other words, the school should make adjustments and pay extra attention as it implements the unique CFS curriculum. The implementation of CFS in various schools continues to be hampered by these curriculum restrictions [19].

## 4. Conclusion

Based on the results of observations at SMPN 6 Kandis, it can be concluded that the Child-Friendly School program has been implemented well. Facility schools in accordance with CFS criteria are realized through 1) the Availability of symbols and signs related to the ban on bullying, smoking, evacuation lanes, and gathering places, 2) the Availability of health rooms, changing rooms, clean toilets, study rooms in religious contexts, library rooms, sports rooms, and sports fields, and 3) The availability of counseling facilities that are comfortable and considerate. The implementation of the CFS program at SMP Negeri 6 Kandis can also be seen from the implementation of the *Adiwiyata* (Environmental Literacy) program and the Mover School (project to strengthen the profile of Pancasila students). The existence of CFS is expected can become the embodiment of the right conventional child to go through education.

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## Declaration of Conflict Interest

No potential conflicts of interest were reported by the authors.

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