



Implementation of Child Friendly School Governance in Junior High Schools Country 3 Labuhan Deli Satu Atap

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ABSTRACT

The realization of a child-friendly school requires the support of various parties, namely the family and the community, which are indeed the closest educational centers for children. Deli Serdang Regency, child-friendly schools are one of the innovations in formal, non-formal and informal education units that are safe, clean and healthy, care and have a culture of the environment, able to guarantee, fulfill, and respect children's rights and protect children from violence, discrimination, and other abuses and support children's participation, especially in planning, policy, learning, monitoring, and complaint mechanisms related to the fulfillment of rights and protection of children in education. The research was conducted at junior high schools country 3 Labuhan Deli One Roof, Deli Serdang Regency. The research approach is qualitative with a survey method of research indicators. The results of the study concluded: (1) Schools have written commitments regarding child-friendly school policies, but not all of them have been implemented, especially anti-violence policies in the form of official letters from internal schools, (2) Realization of a child-friendly learning process through non-violent discipline enforcement (3) Educators and education staff regularly attend training related to children's rights according to the characteristics of child-friendly schools, (4) School facilities and infrastructure have met safety requirements in terms of both building structures, security systems, lighting and cleaning facilities, (5) Child participation realized through the provision of opportunities to form communities to formulate school policies and regulations, (6) Realization of school cooperation with parents/guardians, community organizations, the business world, alumni and other stakeholders.

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INTRODUCTION

Education in Indonesia is still experiencing many shortcomings, such as the rise of violent behavior in schools. This has damaged the good name of education in Indonesia. Violence is often carried out by teachers even though

the teacher should be a protector of the development of the learning process in school. The cause of violence in children is a habit carried out by people more mature and seems to be a decent thing anyway (Simatupang & Abduh, 2020). (CNN, 2022) The case of SMK 1 Jakarta teacher violence against students led to criminal proceedings with the police. In full throughout Indonesia, based on data from the Ministry of women's empowerment and Child Protection of the Republic of Indonesia until January 1, 2022, the number of cases of violence against children was recorded at 22,246 (Indonesia, 2022).

(Arwildayanto, 2020) States that violence occurs in the world of education including criminal cases and cases of violations of Human Rights in Indonesia abbreviated HAM. (Jahidin & Torro, 2020) Child-friendly schools are UNICEF's approach to promoting quality education in schools for all children, especially among the most vulnerable and hard-to-reach areas of pollution in both every day and emergencies. As a second home for students, the school should be a safe, comfortable, healthy, friendly and fun place for students in the learning process. This approach from UNICEF has been applied in the Deli Serdang regency. As a result, at the end of 2018 The Deli Serdang regency government raised achievements at the national level received an award in the form of appreciation from the Ministry of women's empowerment and Child Protection in the field of education, namely the appreciation of Child-Friendly Schools by innovating Child-Friendly Schools "realizing Child-Friendly Schools with the community, parents and schools" (Serdang, 2018). This condition contrasts with the findings of the investigation in the Deli Serdang district. The Daily News of Analisa informs the results of the investigation of the LPA (Child Protection Agency) in Deli Serdang regency which found many violations of children's rights such as deprivation of Educational Rights, verbal violence to psychological violence. The impact and acts of violence that occur in schools make students' learning behavior patterns that should grow well become bad (Daily, 2022). There were 241 cases of violence against children until November 10, 2020. Dinas Pemberdayaan Perempuan dan Perlindungan Anak Provinsi NTB carries out its obligations to protect and fulfill the rights of children by trying to protect, save, and provide protection to children from discrimination, violence, and ensure their right to grow and develop. The government then initiates and runs a Child-Friendly School Program (Fahmi, 2021).

Conscious efforts to ensure and fulfill the rights of children in every aspect of life in a planned and responsible manner are the main concept of Child-Friendly Schools (Child-Friendly Schools). This concept as the embodiment of Article 4 of Law No. 23 of 2002 on child protection, states that children have the right to live grow, develop, and participate reasonably by dignity and human

dignity, and get protection from violence and discrimination. In line with law No. 35 of 2014 on the need for protective measures to realize the welfare of children by providing guarantees for the fulfillment of their rights without discriminatory treatment. The culture of learning must be an "adventure of a lifetime" and an "endless journey of exploration" so that the growth of the entire personality is integrated with the values learned (Tusriyanto, 2020). Child-friendly schools can be said to be a school that seeks to fulfill the rights of children through the learning process in educational institutions that are in the implementation and implement the 3Ps are protection, provision, and participation (Yosada & Kurniati, 2019). A child-friendly school is an ideal concept for school-age children. At Child-Friendly Schools, all child-centered education and learning processes must be supported by positive social, physical and emotional circumstances, healthy and safe (Wuryandani et al., 2018).

Junior high schools country 3 Labuhan Deli one roof Deli Serdang district was appointed by the Department of Education to be a child-friendly school in 2019. This Program is implemented by including all important components in the school and community. Teachers at Junior High Schools in Country Labuhan Deli Satu Atap Kabupaten Deli Serdang all have competencies per their respective fields. This certainly has an impact on the services provided to students. The teachers are mostly qualified bachelor graduates (S1), and a small part there are S2 graduates. The implementation of this child-friendly school program focused on the formation of good character for learners.

Based on this phenomenon, the author needs to conduct research that reveals whether schools, especially junior high schools that have implemented Child-Friendly Schools, really implement Child-Friendly School program policies, as well as supporting and inhibiting factors for the implementation of child-friendly school programs, and the benefits of implementing child-friendly school programs at Junior high schools country 3 Labuhan Deli one roof Deli Serdang regency.

RESEARCH METHOD

This study is qualitative research through the survey method, which asks some respondents about their beliefs, opinions, characteristics, and behavior that has been or is happening (Tobing, 2016). The Survey in this study is intended to provide a clear, objective, systematic, analytical and critical description of how to realize child-friendly school programs through descriptive analysis methods. The qualitative approach is based on the initial steps taken by collecting the necessary data and then the description process is carried out. The location of the study was carried out Junior high schools

country 3 Labuhan Deli one roof Deli Serdang. The study was conducted from October 2022 to November 2022. Data acquisition was divided into 2, namely primary data from the instrument based on 6 indicators of Child-Friendly Schools and secondary data in the form of supporting and complementary references related to child-friendly school programs at the research site. Analysis of research data using Milles and Huberman model is divided into three stages: data reduction, data presentation, and conclusion/verification (Huberman & J, 2014).

RESULT AND DISCUSSION

Child-Friendly School policy at Junior high schools country 3 Labuhan Deli One Stop Deli Serdang District

Child friendly school is a program that is implemented to realize a safe, healthy, caring and cultured healthy environment and can protect children from the dangers of violence, discrimination and ill-treatment. Policies in the implementation of Child-Friendly Schools (CFS) are implemented with a written commitment. So that the policy is indeed legally patented and if there is a violation has consequences.

The school has a written commitment related to the child-friendly school policy, namely having an anti-violence policy against students, a written commitment in the form of a pledge to prevent violence against children in the form of an integrity pact, an anti-violence policy in the form of an Internal school decree (Certificate Implementation Team and Child-Friendly School Development Team) which is compiled jointly with funds involving education unit residents.

The availability of anti-violence policies are prohibitions such as prohibitions on violence and bullying, prohibitions on violence and discrimination by educators and education personnel with students, the absence of physical punishment and other forms of punishment that degrade the dignity of students (insult, belittle, ridicule, and hurt feelings and self-esteem) by educators and students. In addition to the prohibition, there is also a mechanism for complaints and handling of cases of violence, including sexual crimes in Junior high schools country 3 Labuhan Deli.

Table 1.
Anti-Violence Policy

No	Various Violence Control Policies
1	Various Violence Control Policies
2	Efforts to implement anti-violence policies
3	Efforts to prevent students from dropping out of school
4	Commitment to implementing CFS principles
5	Creating a smoke-free area
6	Create a drug-free area, methamphetamine and marijuana
7	Ensuring and protecting the rights of students to profess their respective religions
8	Integration of health with the learning process
9	The existence of regular checks on child protection by implementing the functions of teacher picket, child picket and POMG
10	The existence of SOP for follow-up for educators who commit violence
11	There is external control

A Child-Friendly School is a school that consciously seeks to ensure and fulfill the rights of children in every aspect of life in a planned and responsible manner. The main principle is non-discrimination of interests, the right to life and respect for children. As stated in Article 4 of Law No.23 of 2002 on child protection, states that children have the right to live grow, develop, and participate reasonably per the dignity and human dignity, and get protection from violence and discrimination. Mentioned above one of them is participating which is spelled out as the right to have an opinion and to have their voice heard. Child-Friendly Schools are schools that openly involve children to participate in all activities, social life, and encourage the growth and development and welfare of children.

A Child-Friendly School is a safe, clean, healthy, green, inclusive and comfortable school for the physical, cognitive and psychosocial development of girls and boys including children who require special education and/or special services education. Here are the active roles of various elements supporting the creation of Child-Friendly Schools.

Table 2.
Elements involved in a Child-Friendly School

NO	Elements	Role
1	Family	<ul style="list-style-type: none"> • As the primary and first Educational Center for the child. • As a function of economic protection, as well as providing space for expression and creativity.
2	School	<ul style="list-style-type: none"> • Serving the needs of students, especially those who are marginalized in education • Care for the state of the child before and after learning • Care about health, nutrition, and help learn to live healthily. • Respect children's rights and gender equality. • As a motivator, facilitator as well as a friend for children.
3	Society	<ul style="list-style-type: none"> • As a community and a place of education after the family • Collaborate with the school. as the recipient of school output.

In this day and age, every society has a responsibility to be more concerned with the protection of children and especially women. Because children and women are considered to tend to be vulnerable to threats. Starting from a dangerous environment, violence, and so on. Therefore, the government has initiated Child-Friendly Schools so that children are comfortable and happy to learn. Child-Friendly Schools are how the 3 Pillars of creating a clean, neat, safe and comfortable school code, three pillars are the school, parents and children.

A child-friendly and rights-based school is an effort to fulfill children's rights and provide quality education for children. The factors that support the implementation of the Friendly School policy are good and smooth communication, attitude and commitment of all school residents, coordination between local governments and schools and the positive support of all school residents, parents, and surrounding communities (Rangkuti & Maksum, 2019). Through the child-friendly school program, students are positioned as living subjects so that the educational process can be realized with safe, clean, healthy conditions, guaranteed fulfillment of children's rights and protection from violence. Students are given the freedom in expressing their opinions in various fields of knowledge of interest without any pressure, discrimination, or

violence from others. With a child-friendly school, the program is expected to form a good student character and quality for survival in the social environment. (Ambarsari & Harun, 2018) Child-friendly school policies in primary schools consist of 3 policies, first, child-friendly school policies are designed and implemented to ensure children's rights are met. Second, child-friendly school policies are implemented in the learning environment, school social environment, school physical environment, and infrastructure. Third, child-friendly school policies are implemented to create conducive and enjoyable school conditions.

Child Friendly School Management at Junior high schools country 3 Labuhan Deli One Stop Deli Serdang District

When viewed from the infrastructure of Junior high schools country 3 Labuhan Deli one roof school has met the safety requirements of both strong and sturdy building structures, has a well-functioning fire protection system and has an exit and accessibility for firefighters. The school building has a clean and flowing water source. Available landfills and segregated distribution in each class and other places. Classroom capacity under the function of the room, the number of students and student activity ratio of 1 : 34. Lighting in the classroom is sufficient to support good circulation in every room. The school also has an adequate and separate number of toilets for men and women according to the ratio. Decent washbasins equipped with hand soap are also available in each class.

In the learning process both in the classroom and outside the classroom, it is seen that the process is not gender biased, non-discriminatory, pays attention to children's rights, is carried out in a fun way and provides a memorable learning experience. assessment of learning outcomes refers to children's rights, having child-friendly classes, teaching materials free from pornographic content, violence and radicalism and SARA. In addition, training in the form of socialization is also carried out for leaders, teachers, education personnel and parents.

In addition, Junior high schools country 3 Labuhan Deli One Stop provides opportunities for students to be able to form peer communities, namely Anti-bullying communities. Through this community, students participate in campaigning against violence and bullying among their friends. Students are also allowed to choose extra-curricular activities according to their interests and talents. The school also involves students in developing school policies and procedures. Include representatives of students as members of the implementation team of the child-friendly school and develop school discipline policies. Students also have the right and dare to complain if there is a violation.

The school also cooperates with parents/guardians, community institutions, businesses, alumni and other stakeholders regarding the implementation of Child-Friendly Schools. They participate in monitoring, and facilitating activities related to the implementation of Child-Friendly Schools, being proactive in developing policies and others. Local businesses also provide opportunities and support child-friendly school programs.

(Kurniyawan et al., 2020) All components must play an active role such as principals play a role in making the order of child-friendly school programs, teachers play a role in fostering and assisting child-friendly school programs, parents play a role in supporting and participating in child-friendly school activities, and outside parties play a role in socialization related to Child-Friendly Schools. (Inayati & Trianingsih, 2019) Teachers are required to be more creative in presenting a learning atmosphere that directs students to be able to understand the reality of the life they live every day. (Indraswati et al., 2020) The school must be a comfortable place in the learning process, to create a child-friendly school facilities in the form of infrastructure must also be equipped. Implementation efforts are carried out using the cycle of learning management functions, ranging from planning, organizing, directing and supervising learning. Where in each function of learning management, there are a variety of activities to include child-friendly elements and integrate with the involvement of disciplinary character for learners, especially related to activities before learning, in the learning process and at the end of the learning process. Keywords: Discipline Character, Learning Management, Child Friendly.

CONCLUSION

To create a child-friendly school at the Junior High School level several components need to be considered. The components of Child-Friendly Schools include (1) child-friendly school policies, (2) Implementation of child-friendly learning processes, (3) educators and trained Education Personnel for children's rights and Child-Friendly Schools, (4) Child-Friendly School Facilities and infrastructure, (5) Child Participation, (6) participation of parents, community institutions, businesses, other stakeholders, and Alumni. Junior high schools country 3 Labuhan Deli One Stop Deli Serdang district has implemented a child-friendly school since 2019.

The school has a written commitment related to the child-friendly school policy, but not all implementation has been carried out, especially the anti-Violence Policy in the form of an Internal school decree. The realization of a child-friendly learning process through the enforcement of discipline with non-violence. Educators and educational personnel periodically attend training

related to children's rights according to the characteristics of Child-Friendly Schools. School facilities and infrastructure have met safety requirements in terms of both building structures, security systems, lighting and hygiene facilities. Children's participation is realized through the provision of opportunities to form a community to develop policies and school rules. The realization of school cooperation with parents/guardians, community institutions, businesses, alumni and other stakeholders.

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