



Received: 21-04-2024
Accepted: 01-06-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Implementation of Child Friendly School Policy: Study in State Junior High School 1 Pesawaran Regency

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DOI: <https://doi.org/10.62225/2583049X.2024.4.3.2915>

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Abstract

Protecting and providing children rights through child-friendly school as a form of policy made by government. Pesawaran Regency has a regional head, namely the regent, and the regent stipulates Regent Regulation Number 6 of 2021 concerning Child-Friendly School which aims to provide opportunities for children to be involved especially in planning, formulating policies, learning processes, supervision, and complaints systems in school, taking into account their age and maturity. Therefore, this research is to describe the implementation of child friendly school policy study in public junior high school 1 Pesawaran Regency by using Edward III elements, namely communication, resources, attitudes/dispositions, and bureaucratic structure.

This study uses a qualitative method. The results of this study are that formal communication is done well, while informal communication is still a barrier, such as there are parents who are not included whatsapp group communication. Human resources lack of teacher personnel is less than students and toilet facilities are not clean and washing station are not maintained. Disposition is well done with principal's commitment to make declarations and the flow complaints. Bureaucratic structure is established through a decree of the child-friendly school. Implementation team, but students are not included in the decree.

Keywords: Policy Implementation, Child-Friendly School, Policy

Introduction

Children play an important role in encouraging development that has an impact on the life of the nation and state and is a determining factor in the quality human resources (Fahmi, 2021) ^[2]. Incident of child abuse are not only limited to the family environment, but can also occur in schools in both urban and rural area. Every child has the right to be protected from being involved in situations that involve violence. Act of violence in school cause negative changes in the pattern of learning behaviour students or schoolgirls who previously experienced good development (Indraswati *et al.*, 2020) ^[5].

As a way to protect children and ensure the fulfillment of their rights in the school environment, a child-friendly school policy was designed as a solution. The policy aims to create a safe, inclusive and supportive environment for students. It is thus expected to provide protection and fulfillment of children's right in the education environment. Through the implementation of the child-friendly school policy, the main objective is to ensure that children's basic rights such as the rights to education, health, safety and participation are fulfilled. One of the main points in this policy is to ensure that the learning environment is free from all, forms of violence, discrimination and harassment.

During 2023, the Indonesian Child Protection Commission (KPAI) recorded 64 reports of cases of violence against children in educational settings in Indonesia. The violence includes various forms, such as physical violence, bullying, verbal violence, sexual violence, and discriminatory treatment (KPAI, 2023) ^[6]. Furthermore, based on data from FSGI (Federation of Indonesian Teachers' Unions) in the January-April 2023 timeframe. Fifty per cent of sexual violence cases occurred at the elementary school (SD)/Islamic elementary school (MI) education level, ten per cent occurred at the junior high school level, and forty per cent occurred in boarding school. The incidence of sexual violence cases in educational institutions occurred in five regions of Indonesian, namely: Lampung, Central Java, Yogyakarta, East Java, and DKI Jakarta (FSGI, 2023) ^[3].

The existence of bullying violence that occurred in the regional technical implementation unit (UPTD) of SDN 1 TelukPandan, bullying was followed up by the Regent of Pesawaran by giving instructions to the Education and Culture Office, the Pesawaran P3AP2KB Office, and the Sub-District Head of Teluk Pandan to immediately overcome the bullying problem that occurred, The two families accepted the apology from the perpetrator were mediated in a family manner. The victim's family accepted the apology from the perpetrator's with an open heart. However, they hope that incident will not repeated (Lampung Post, 2023).

Based on the results of interviews with Ngatijan, S.E., M.M as Head of UPTD PPA Pesawaran Regency and Arta Nimas Asih, S.Psi as SIMFONI Operator PPA Pesawaran Regency stated that there were cases of violence against children in schools. In 2021 there was 1 (one) case of criminal offence against minors and in 2022 there were 2 (two) cases of criminal offences of sexual abuse against minors and cases of ABH (Children against the Law) and in 2023 there was 1 (one) case of bullying. The cause of violence in 2021 occurred due to misunderstanding/miscommunication between teachers and students. Meanwhile, in 2022 two violations occurred. The first was an incident of sexual harassment that arose due to opportunities and lack of supervision/monitoring in the school area. The second was physical violence caused by a lack of supervision from the school. In 2023, bullying emerged due to a lack of supervision/monitoring from the school.

The Pesawaran Regent legitimised 'Pesawaran Regency Regional Regulation Number 1 of 2020 concerning Child Friendly Districts in the fifth section referring to the rights cluster of education, utilization of leisure time, and cultural activities referring to article 8 paragraph 3b written that to realise child friendly schools at all levels of education'. Continued, in 'Pesawaran Regent Regulation Number 6 of 2021 concerning Child Friendly Schools which was ratified on 20 January 2021'.

Strengthening research on the implementation of child-friendly school policies in Pesawaran is based on the findings of previous research, First, the findings of the research conducted by Ekowati (2023)^[1] are the curriculum applied is the 2023 curriculum, there is no specific curriculum for child-friendly schools, but material related to child-friendly schools is integrated into all subjects, and there is cooperation between all members of the school, educators and education personnel have received training and socialisation on children's rights, already have competencies that support the realisation of child-friendly schools, (4) facilities and infrastructure available at school have met the standards of child-friendly schools, and (5) parents of students have been actively involved in school activities and contributed to the procurement of facilities and infrastructure.

Second, the findings of the research conducted by Noer, *et al* (2021)^[7] are that Child Friendly Schools in the school environment are still not fully implemented. Acts of violence committed for disciplinary reasons still occur in schools. Students still receive corporal punishment without any replacement of punishment with assignments, and there is no system for complaints and prosecution of sexual harassment cases. This situation raises concerns, considering

that Child Friendly Schools are not just a statement of school policy, but must be realised through implemented policies and implementation in the field.

Third, the findings of research conducted by Hardini (2019)^[4], the result is that the implementation of the Child Friendly School policy at SMPN 17 Kendari has resulted in three actions, namely forming a special team to create a school environment that supports child development, forming a special committee to handle cases of violence, and formulating rules and character values that must be applied in the rules. Factors that facilitate the implementation of this policy are the availability and willingness to implement the policy. Meanwhile, the factor that hinders it is the lack of effective communication during the implementation of the Child-Friendly School policy.

Fourth, the findings of the research conducted by Sutami, *et al* (2020)^[8], the summary of the results showed that the implementation of the child-friendly school programme in realising KLA (Child Friendly City) in Batu City was not optimal. Some aspects that need attention include inconsistent socialisation, lack of human resources and budget, and lack of equipment. School participation in the programme is also low, and coordination and cooperation between stakeholders and policy implementers is also inadequate. On the other hand, there are supporting factors such as local agreement and commitment in achieving the KLA rating, and regulations that support child protection. However, there are barriers such as inconsistent socialisation, limited resources, low school participation, and lack of coordination between stakeholders.

The determination of child-friendly schools in Pesawaran Regency is divided into three decrees, namely: 'Decree of the Regent of Pesawaran Number 81/IV.07/HK/2021 on the Determination of Child Friendly Schools in Pesawaran Regency in 2021, Decree of the Head of the Office of the Ministry of Religious Affairs of Pesawaran Regency Number 32 of 2021 on the Determination of Child Friendly Madrasahs (MRA) and Madrasahs in Pesawaran Regency, and Decree of the Governor of Lampung Number 2 G/563/V.09/HK/2021 on the Determination of Child Friendly Schools from Formal Education Units of Senior High Schools, Vocational High Schools and State / Private Special Schools in Lampung Province'.

The junior high school of Negeri 1 Pesawaran has become a pilot project and has declared a child-friendly school on 7 November 2019. Decree of the Principal of SMP Negeri 1 Pesawaran Number 421.3/169/IV.01/1.01/VII/2021 Regarding the Implementation Team of Child Friendly School in 2021 established on 1 July 2021. Based on the background that has been explained, this research is entitled the implementation of child-friendly school policies (Study at State Junior High School 1 Pesawaran Regency).

Materials and Methods

This research uses a qualitative approach with descriptive research type. Data were collected through observation, interview, and documentation techniques. For data analysis, the qualitative data analysis method according to Miles and Huberman was used, which involves the stages of data reduction, data presentation, and verification and conclusion drawing.

Results and discussions

1. Communication

Edward III (1980) in his book 'implementing public policy' explains that organisations and the public need to communicate and take a stance so that policies are achieved, as well as responsiveness from those included. Organisational communication and those involved in the implementation of policies in Pesawaran Regency in the case study at the first junior high school of Pesawaran Regency are communication of the P3AP2KB Office of Pesawaran Regency, cross-sector communication, principal communication, teacher communication, BK teacher communication, communication of students' perspectives on teachers during the learning process, and parent communication.

This communication is seen from formal and informal communication in the implementation of child-friendly schools in Pesawaran Regency in the study of SMPN 1 Pesawaran. The beginning of formal communication carried out by the P3AP2KB Office and SMPN 1 Pesawaran Regency was the declaration of child-friendly schools, as well as conducting external communication by conducting activities outside at the same time to introduce child-friendly schools to students. What was done between sectors was to conduct a cross-sectoral meeting to prevent violence against the establishment of a joint secretariat (SEKBER) for child-friendly education units in Pesawaran Regency on 28 September 2022 and this communication was carried out formally.

The principal and teachers conduct meetings with formal communication so that students can be comfortable in the learning process in realising the implementation of child-friendly schools. Communication between teachers and students in fostering child-friendly closeness is done well. Student interaction with students in the learning process uses positive language. The counselling teacher communicates with students in the event of violence/bullying is treated well.

School interaction with parents is done through class groups according to rombel and student activities are done through class whatsapp groups. However, there are parents who do not know that there is communication through the class whatsapp group and there is no whatsapp group for me and the school.

2. Resources

According to Edward III, in implementing the government's chosen policy, adequate resources are needed. These resources include aspects of human resources that include personnel, financial/financial, and facilities that support the implementation of SRA at SMPN 1 Pesawaran. This discussion is seen from the human resources, financial/financial, and facilities in SMPN 1 Pesawaran.

1) Human Resources

The success of policy implementation often depends on the extent to which the human resources involved in the process are available and qualified. There are 53 civil servant teachers consisting of 9 men and 44 women, 12 honorarium teachers consisting of 4 men and 8 women, 2 PPPK women, 2 civil servant TU women and 13 honorarium TU women consisting of 8 men and 5 women. The total number of human resources in SMPN 1 Pesawaran is 82. The positive thing is that they have received KHA and SRA training through zoom meetings. However, there is an obstacle to the

lack of teaching staff and staff due to the large number of students totalling 1111 in SMPN 1 Pesawaran.

2) Financial Resources

Every policy requires the allocation of financial resources. These costs include the funds needed to realise the policy. Financial resources can be obtained from various sources, such as government budgets, donations, loans, and other resources. Planning, managing and allocating financial resources wisely is essential for the policy implementation to run efficiently and achieve the set objectives. The financial resources for implementing child-friendly school policies in Pesawaran District do not have a specific budget for the policy. Meanwhile, financial resources at SMPN 1 Pesawaran use BOS funds which are used properly. The funds are not sufficient to fulfil the facilities and needs of existing students.

3) Facility Resources

Facility resources play a crucial role in policy implementation in various institutions, organisations and governments. Facilities include a variety of physical assets, infrastructure, and other spaces used to support policy implementation. Therefore, it is crucial to ensure the availability and effective management of these facility resources including aspects such as maintenance, hygiene, and safety especially for children. The existing facilities at SMPN 1 Pesawaran are adequate and there are safety efforts in crossing for children, such as ZOSS outside the school environment. However, during the observation at SMPN 1 Pesawaran, we found inadequate or unclean facilities, such as toilets and hand washing stations.

3. Attitudes/dispositions

The attitude and commitment of policy implementers, i.e. the employees who run it, have an impact on public policy. This is reflected in their understanding of the actions taken and their ability to implement them. In addition, it is also important that there is harmony in the interpretation and implementation of public policies.

Teachers' inclinations/dispositions in realising child-friendly schools. Teachers have the attitude/disposition to create a positive climate, teachers must be open to ideas and feedback. Teachers must be ready to listen and respond positively to students and parents. The commitment of teachers at SMPN 1 Pesawaran is to listen, care and provide interesting learning materials, positive behaviour and positive relationships. Teachers at SMPN 1 Pesawaran desire to motivate students by communicating, being open, having a good relationship (children's best friend).

The attitude of the counselling teacher in creating a supportive school environment for children involves aspects of positive relationships and guidance skills. This involves the commitment of the school counsellor to provide good counselling services individually and in groups. In addition, it is also related to the participation of students in the process of making school rules, some are involved and some are not involved.

4. Bureaucratic structure

The bureaucratic structure is in the form of an Implementation Team Decree, but the decree does not include students in the decree. In a child-friendly school policy, the three elements of teachers, parents and students must work together, if they are not included, this policy will not run well.

Conclusions

Formal communication is done well, while informal communication is done there are still obstacles, such as there are parents who are not included in WA group communication. Human resources lack of personnel because there are fewer teachers than students and wc facilities are not clean, and the hand washing place is not maintained. Disposition is well done with the principal's commitment to make a declaration, the child friendly school Implementation Team Decree and the flow of complaints. In the SRA Implementation Team Decree, students are not involved in it.

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