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CHILD-FRIENDLY SCHOOL IN REGIONAL PERSPECTIVE AND THE ROLE OF COUNSELING SERVICES

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Abstract. Globalization and free trade specifically in ASEAN countries clearly have impacts and changes in all aspects of life. One of the aspects of life is education. School is not only consist of Indonesian people, but also children from other countries because their parents study or work in Indonesia. Such conditions require a proper school for all children. The provision of infrastructure, educators and education personnel take effect in answering the challenge of such change. In the aspect of infrastructure needs to increase the number and the quality. Educators and education personnel must adjust to these changes. Educators at least are able to master the international language, minimal English. Child-friendly school is a school that provides comfort and happiness to all students, so that they develop optimally in accordance with the potential they have. The discussion in this paper comparatively sees the profiles of child-friendly school in Indonesia and ASEAN countries. It is expected the well defined of child-friendly schools in a regional perspective. The next thing will be analyzed is the association with the role of counseling in schools, as the process of giving the assistance so that learners become successful on academic, social relationships and career preparation.

Keywords: schools; child-friendly; developing; optimal; counseling services

I. INTRODUCTION

The rapid growth of technology influences all parts of life. These influences are getting bigger as AEC (Asian Economic Community) began in 2015. As one of the AEC members, Indonesia must be involved in the AEC policy. Ideally, all aspects in life must be adapted to the chances and challenges which resulted from the technology development. Those chances and challenges are obviously found in education sector, not only in raw input and process, but also the output. There is a big possibility that multinational and multiethnic students can be seated in a class, and, of course, it affects the process of teaching and learning both in the classroom and outside of the classroom. In terms of output, graduates' competence and quality are expected to be eligible to compete regionally, nationally, as well as internationally. Along with all those changes, many policies were triggered by the government, especially in the implementation of high-grade, accountable, and child-friendly education.

In 2012, Padang, the capital city of West Sumatera, was awarded as Child-Friendly City. It means that Padang is a city that implement programs which prioritize children welfare and happiness. Therefore, there are some questions that need to be answered. Are the schools in Padang child-

friendly? Has the education already met the demand of Constitution No. 20/2003 that is "Education is a conscious and organized attempt to create teaching and learning process in order to make learners actively improve their self-ability to possess the points of religion, self management, personality, intelligence, good behavior, and skills which are necessary for themselves, society, country and nation"?

On October 19, 2016, there was an observation conducted in an elementary school in Padang. The observer saw a student standing morosely in front of the class while moving his legs to show that he could no longer stand. He was also trying to hide his face from his friends as he was ashamed. That student turned out to be punished since he did not do his homework. Moreover, based on an interview with another student, it was found that after standing in front of the class, the students who do not do their homework will be hit on their palms with a ruler by the teacher. If there are many students standing, teacher usually asks them to stand in line and hit the one next to another. On the other hand, the teacher keep doing his activity with other students while ignoring the students who get punished.

This ignorance is a kind of psychological punishment for the students. Has the teacher asked them the reason for

not doing the homework? There must be reasons like they do not understand how to do it, they do not know who to ask at home, they do not have handbook, writing tools, or enough time because they need to help their parents, and so on. Whatever the reason is, ideally, teacher must know it so he can help the students to solve the problems. Is punishing a student a kind of child-friendly education? There are many other educative ways that can be done by teachers if students do not do homework or when they do other mistakes. Another fact nowadays is violence is not only done by teacher to student, but also student to student. A few moments ago, there was a video about a teacher who tweaked a student's ear. The video was taken by other students. Moreover, there were problems that have been punished by law.

There are many things which are necessary to be given profound attention in order to create child-friendly school that is giving the best for children's need as the form of Children Right Convention [1].

Based on the above phenomena, this paper discusses the concept of child-friendly school, the difference of schools in Indonesia and other ASEAN countries, and the role of counseling services in creating child-friendly school.

II. DISCUSSION

Child-Friendly School

The term "child-friendly" comes from the child-friendly city whose meaning is used as the reference of describing child-friendly school. Government has developed child-friendly city policy to transform children rights to the development process. Child-friendly city is a city development system which integrates commitment and resource of government, society, and business world that are planned thoroughly and continually in the forms of policies, programs, and activities to meet the children rights.

Integrating the commitment of government, society, and business world means that each side gives priority to the accomplishment of children rights such as sponsorship of false steps, law, and dangerous situation as well as family separation in emergency case. Children need to get protection from false steps such as being waif and violence, law protection as a crime witness or as a victim's child, protection from dangerous situation and family separation in emergency case and disaster (the Ministry of Women's Empowerment and Child Protection, *ttt:14*). This policy is also the form of government's attention to children which are not fully protected in the past.

Basically, child-friendly is preconcerted in law, for example in clause 1 subsection 2 Constitution No. 23 year 2002 about Children Protection that is "children protection is all actions to guarantee and protect children and their rights in order to optimally live, grow, develop, and participate based on human value and dignity, and be protected from violence and discrimination".

Educational institutions, as the part of government's policy, are fully given attention as child-friendly

environment. Child-friendly in various situations and conditions at schools includes students interaction with teachers and education personnel, infrastructure and learning facilities supply. Teacher-student interaction in class and generally at school must have virtue and be comfortable [2]. Virtue means giving positive impact on students growth and development. Comfort means both students and teachers feel like home, enthusiastic, and happy, and other positive emotions. Ideally, schools facilitate students with complete media and infrastructure.

Based on the above explanation, child-friendly school is the school which protect children rights and give them chances to be successful learners on academic, social relationships and career preparation and their potentials are optimally developed.

Education in Some Countries

Education in Japan

Education in Japan consists of 6-3-3-plus that is 6 years of elementary, 3 years of junior high, 3 years of senior high, and plus 2-4 years in college; 1-4 years of special training college. 9 years of education in elementary and junior high are obligatory (at the ages of 6-15 years old), and free of school fee. All 6 years old children by April 1 in the academic year deserve to register for the first level of elementary school.

In Japan, school buildings are already sophisticated. Most schools have big and complete sports hall, and school yards are usually used for school events and festivals as well as flag raising ceremony. All elements of people pay their interest in education. Schools are not expensive, there is no discrimination, they have complicated curriculum. Teachers are warrantee for not losing their positions so they are highly dedicated. They feel that they are fully responsible in creating human as a whole. They are fair in teaching. They teach manner before science. The curriculum in Japan has a policy that schools are not allowed to give exams for students until they are in the fourth grade (at least until 10 years old). They only need to follow small tests which are designed by their schools. The curriculum believes that the main purpose of the first-three years in schools has no deal with good academic grades. They pay more attention to good manner such as respecting other people, animals and natures. The students also learn how to be generous, show empathy, and possess affection. Moreover, they also learn to be brave and fair and learn self-management. Schools in Japan start when the Sakura flowers blossom. Most schools in Japan ask the students to clean their class, provide them with lunch and then they will eat together in the classroom. After school, they will go to courses, and it is really popular in Japan. Most students join workshops or go to courses in the evening. They do extracurricular activities after school, and join another workshop or study at home even during holiday. Almost all students wear school uniforms. The percentage of attendance is 99.99%. The final test for senior high students is given to determine the university they are going to go. The period of studying at college is the best

time for them. All those characteristics show that Japan has excellence education system and distinguish it from other countries [4]

Education in Indonesia

In Indonesia, children must follow 9 year-education program. The Constitution of National Education System of Indonesia No. 20, 2003 has accommodated the principle of regional autonomy to facilitate all education executors to overcome challenges in life independently, intelligently, critically, rationally, and creatively. This shows that education in Indonesia is centralized and decentralized. formal education is a structured and gradual education system which consists of elementary, middle, and high education level [5]. Elementary levels consist of preschool education for 3-4 years old children, kindergarten for 5-6 years old children, and elementary schools for 7-12 years old children. Middle levels consist of junior high school/Islamic junior high school, senior high school/Islamic senior high school/vocational school. And, high school consists of academy, university, institute, and high school with diploma degree, bachelor, master, and doctoral degree.

Public and private schools in Indonesia work based on government's policies on education. The education standard is equal. The same chances are given in order to get accreditation from National Accreditation Institution for elementary, middle, or high schools.

Malaysia

Malaysia mostly adopted education system of Indonesia. However, Malaysia has recently developed more than Indonesia. Therefore, basically, education in Malaysia also adopted education system of England since it was colonized by England. As the result, the development of education in Malaysia has rapidly grown. England really pays attention to education in its colonized countries. All education systems of England are well preserved by the colonized countries. This is really different with Indonesia which was colonized by the Netherlands because that country only wanted to explore the natural resource of its colonized without giving intensive education.

Recently, all education institutions in Malaysia have made good progress. The first private school which was admitted by the Ministry of Education in Malaysia to implement national curriculum was defined in 1980. Nowadays, private schools offer various choices of education levels with different curriculum. Some elementary and middle schools implement national curriculum, some others implement international curriculum like the one used in America or England. There are also Chinese private schools that implement the curriculum which is designed by the Ministry of Education [6]

Some schools in Malaysia are residential schools. They select their students through selective process. The future students are asked to show their academic achievement and potentials during their study in the previous schools. The

students in the residential schools should be educated for 24 hours a day in the dorm. Some of those schools are Malacca High School, Royal Military College, and Penang Free School. Residential schools are also known as Science School since they are expected to create future government functioner. Then, these schools are prepared to accept future students with excellent academic ability and sports talent as well as leadership. Those schools become model schools which resemble British Boarding School. For the high schools, they are generally managed by government and corporation.

High schools offer various kinds of degree such as diploma, bachelor, and master degree. Public High School Institution is managed by government like university, state high school, polytechnic, and teacher training institution. Private High School Institution is managed by private and the branches of foreign universities. Now, the total number of private universities in Malaysia is more than 400.

China

Education in China is managed by the government. There, the standards of content, media and infrastructure, and management are already determined by the government, while schools only need to manage the standards of process and assessment. This concept demands schools to focus only in education activities without concerning on other time-wasting things such as media and infrastructure or even financial problems. Different from international-standard public schools in Indonesia, in order to improve its quality, the education in China implements eight standards of education i.e., standard of content, standard of process, standard of media and infrastructure, standard of educator and education personnel, standard of finance, standard of management, standard of assessment, and standard of graduate's competence.

Education levels in China consist of 3 years of pre-school, 6 years of primary school, 3 years of secondary school, 3 years of high school, 2-3 years of academy, 4 years of vocational education, 4 years of bachelor degree, 2-3 years of master degree, and 3 years of doctoral degree.

The goal of national education in China is to prepare learners in developing themselves in terms of moral, intellectual, physic and aesthetics in relation to their future career so they will be ideal, well-educated, and cultural social workers who have strong character and discipline [7].

Several systems of education above show some similarities among the countries in terms of education period for all levels. The differences are in the goal of education and policies on education. In connection to child-friendly schools, some positive inputs can be implemented to make a better education system.

The Change of Learning Paradigm

Based on the challenges in overcoming AEC (Asian Economic Community) and various different characters of education system which have been discussed before, a change of learning paradigm is, indeed, necessary in

education system of Indonesia. The change of learning paradigm is basically understood by education experts that is the change of teacher-centered learning to student-centered learning since the main subject of learning is the students themselves. This change is demanded on students not only in cognitive, but also in affective and psychomotoric. Learning is an attempt to master something new, from not knowing to knowing, from not able to capable, from not willing to willing, from usual to unusual, from being forced to sincere [2].

Learning sources consist of teachers, environment, internet, and library, as well as other sources. The appropriate learning approach is constructivism learning through cooperative learning, contextual teaching and learning, inquiry and discovery learning, and problem-based learning methods [8].

Another thing which is developed by government and corporate is the development of school autonomy, which is school authority in managing and organizing school members' needs based on personal initiative and prescribed by valid national education regulation [9] Consequently, school independency must be supported in making decision, respecting different opinions, mobilizing resources, selecting the ways of implementation, communicating effectively, solving school problems, being anticipative and adaptive, synergizing and collaborating, and fulfilling its need [10] It is not easy for schools to meet those competencies, but it must fulfill them gradually and continually.

There are two indicators of school autonomy: first, schools which are affiliated to religion that determine learning activities, academic calendar, and certain curriculum as their special quality; and second, in between national and international schools. This kind of schools adopt international learning approach but still in accordance with national curriculum. These schools make the students as the learning center, use comprehensive assessment, and use English as a second language. Recent update finds out another type of schools which combine both types above called in between Islamic schools.

The above changes can be a basis of child-friendly education services since they can accommodate students' needs in learning.

The Role of Counseling Services

Counseling plays important roles in developing child-friendly schools. The programs designed by school counselors basically aim to create academically and socioemotionally successful students, and career preparation. In order to reach the goal, the counselors help students to achieve effective daily life. There are some service areas that counselors do such as the development of personal life, social life, learning activities, career, family and marriage. At schools, the services given to students in order to reach service functions such as preventive function, problem-solving function, development and maintenance

function, and advocative function. Prayitno [11] mentions some counseling services as follows:

1) Orientation service

Orientation service helps students to adapt to a new environment, especially school and learning objects, and facilitate and smoothen students' role in that new environment. In relation to child-friendly school and the possibility of foreign students existence, it is important to give students orientation for both old and new students so they can adapt well one another.

2) Information service

Information service enables students to get and understand information about themselves, society, individuals, career/position, advance study, family life, marriage, and religion. Counselors have to give information regularly and continually.

3) Routing placing service

This kind of service allows students to get proper placement and routing in class, study group, training program, apprenticeship, and extracurricular activities. This routing and placing depends on students' potential. This service plays important role in implementing child-friendly school because students' potential improvement can be optimally done if the students are placed and routed well based on their talents and abilities.

4) Content mastery service

This service helps students to master certain content especially competence in learning habits at school and at home, and/or meaningful habits in school life, family, and society.

5) Personal/individual counseling service

Personal/individual counseling service is provided for students in order to help them solve their personal problems. Counseling is the main point in guidance and counseling service.

6) Group guidance service

This service helps students in character development, social relationship ability, learning activities, career/position, and decision making, as well as doing certain activities through group dynamic. In this service, students are given comprehension through focus group discussion.

7) Group counseling service

Group counseling service assists students in discussing and solving personal problems through group discussion. This service is interesting and mostly preferable since the students can share problems and find out solution in group.

8) Mediation service

Mediation service is the service which helps students to solve problems and reform relationship with their friends in order to be harmonious. This service is aimed to solve conflict between students. In multi-ethnic environment resulted from AEC, conflict between different ethnic is highly possible to occur.

9) Consultation service

This service helps students and/or others in getting knowledge, comprehension, and appropriate ways of handling condition or students' problems. There are many

things that can be consulted by students. For instance, if they have problems with other people and it disturbs their effective daily life, they can come to get consultation service.

10) Advocative service

This service is aimed to help students to get protection on pressure and/or their rights in school or out of school. This service is really helpful especially for students whose rights are ignored by teachers or education personnel at school as well as by family and society in their daily life.

Counseling service obviously plays important and significant roles to the development of child-friendly school because the services given by counselors are aimed to help students to achieve the goals of education institution and to become eligible graduates that can compete nationally, regionally, and internationally.

III. CONCLUSIONS

Child-friendly school is the school which provides children protection on their rights as stated in Constitution No. 23 year 2002. The counseling services at schools help students to be successful on academic, social relationships, and career preparation so their potentials can be optimally developed. In short, the goal of education institution is achieved and the students are able to compete nationally, regionally, and internationally.

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