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Research Article

Children Right's Analysis of the Implementation of Child-Friendly Schools in Surakarta

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Abstract.
Children's participation in a child-friendly school is important for ensuring that children are involved, respected, and heard in school policies to fulfill their rights. This paper aims to describe the children's participation in the implementation program. Qualitative and quantitative methods were used through interviews, observation at two schools, and questionnaires as data collection techniques. Data analyses were carried out interactively within the children's rights analytical framework. The result shows that children's participation is defined as involvement in various schools' activities and not at the level of ideas.

Keywords: Child-Friendly School, Children's Right, Student's Perception.

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1. Introduction

Quality education for all children is the most difficult challenge and at the same time a very important issue in the world of education. Various international policies which were later adopted on a national scale related to education are an effort to provide proper education for children in Indonesia. Education is the right of all citizens. The origins of the concept of Education For All (EFA) are generally attributed to the World Conference in Jomtien Thailand in 1990 which resulted in the Declaration on Education For All and the Framework for Action to Meet Basic Learning Needs1. The context of EFA, which started to eradicate illiteracy, shifted its focus to providing education rights to all citizens without obstacles of poverty or gender bias. This EFA concept was later strengthened by the Salamanca Statement in 1994 which specifically included the element of disability in fulfilling access to education for children.

These international policies are also strengthened in the framework of child protection through Child Friendly Schools (hereinafter abbreviated as CFS). Although closely

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related to the CFS policy, this is specifically expected to support children grow and develop optimally through the fulfillment of the rights and protection they need. Unicef defines the concept of CFS as a program to create safe, clean, healthy, caring and cultured environmental conditions, which are able to guarantee the fulfillment of the rights and protection of children from violence, discrimination, and other mistreatment, as long as the child is in the unit of education, and support children's participation 2. Efforts to implement this CFS are mediated through six indicators that capture school readiness in terms of child-friendly policies. They are learning process, educators and education personnel who are trained in child rights, facilities and infrastructure, children's participation, and the participation of parents/guardians, the community, the business world, other stakeholders are also alumni 3.

Children are the nation's most valuable asset because they are the determinants of the future. One third of Indonesia's population consists of children; In total, there are around 80 million children in Indonesia, the fourth largest child population in the world (Unicef, 2020: 13). In the context of the SDGs, Indonesia addresses the needs of children in its country under a commitment framework and planning system designed to protect the interests and rights of children. Some are international frameworks, such as the Convention on the Rights of the Child (CRC). At the national level, children's rights are contained in the law on human rights and child protection as well as the work of the Child Protection Commission. Promises and commitments to respect children's rights are also contained in the National Planning and the mandate of ministries/agencies, such as the Ministry of Women's Empowerment and Child Protection. Children already have juridical guarantees and policies related to the protection and fulfillment of their rights, including the right to participate and the right to obtain education 3.

Every child as an individual is guaranteed by the State to get proper protection and education as his right. One of the affirmative movements to accelerate the realization of the protection and fulfillment of children's rights is the implementation of the Child Friendly School program (CFS). This program was initiated by Unicef in 1999 with the aim of creating a safe, clean, healthy, caring and cultured environment, which is able to guarantee the fulfillment of rights and protection of children from violence, discrimination, and other mistreatment, as long as the child is in the education unit, and support children's participation.

In the context of the convention on children's rights, the application of CFS puts forward the principles of children's rights and children's participation is one of the keys to the success of the program because CFS is related to the context of democratic life 4 (Fauziati, 2016:95). Living in a democratic and ever-changing world requires children

to learn basic facts about their rights and to acquire the necessary democratic life skills. The skills to live such a democratic life can be obtained through the surrounding environment, one of which is from school. The environment is one of the driving forces for the creation of democratic principles of life which are then accustomed to children. A conducive environment for children is very important to develop children's understanding of their rights and the rights of others which in turn will have implications for children's ability to develop their life skills. Children are given the ability to participate in democratic life where their opinions, and desires can be properly expressed and respected. Child Friendly Schools is a framework designed by Unicef to address this need.

This study seeks to answer the question whether children are involved and have participated in child-friendly schools in their schools? This issue is important considering that efforts to fulfill children's rights and protection must also provide space for children to give their opinions and thoughts. Schools are not only institutions where they get formal education, but with a child-friendly context, school will support children's ability in decision making skill throught their interactive participation during school time.

2. Literature Review

In UNESCO report is stated that in child-friendly schools, all children's rights are respected and all children including children who are poor, disabled, live with HIV or come from ethnic and religious minorities are treated equally 5. Therefore, a child-friendly learning environment is characterized by equity, balance, freedom, solidarity, non-violence and concern for physical, mental, and emotional health. This led to the development of knowledge, skills, attitudes, values, morals so that children can live together in a harmonious way. Child-friendly schools accustom the school environment to be child-friendly, encouraging child development in schools and in child-friendly communities.

Various research results related to the implementation of the CFS program explain that the implementation of CFS is closely related to efforts to overcome violent behavior in schools. Wadhah & Mujiwati (2020:147-148) explained that there is a correlation between the implementation of child-friendly schools and overcoming violence in the school environment through the principles of provision, protection and participation 6. The success of FSFF (The Friendly Schools Friendly Families) arguing that intervention in the learning process in the classroom is very much done to provide a comfortable learning atmosphere in addition to minimizing bullying behavior in students 7. Makwarela

and Mammen's study shows that the social construction of violence is closely related to how teachers practice safe, caring, and child friendly principles at school. The teacher's low motivation in doing this has implications for acts of violence that often occur among fellow students at school 8. Other research results directly show the importance of implementing CFS in the context of handling bullying and reducing violence in schools 97. Erdiati & Al-Fatih study explicitly define through legal analysis that the application of CFS is a solution for the government in dealing with various forms of violence that occur in schools. Child-Friendly School is a legal protective for children, especially in the school environment 10.

Several other research results explain that the application of child-friendly programs and principles in a school can focus on various issues that lead to the fulfillment of children's rights and protection, such as health problems and special needs for students. Furthermore, on Early Childhood Education students emphasizes the importance of using CFS principles in fulfilling the nutritional rights of children in the school environment 11. Moore's study argues that the application of CFS can actually be done to develop a support system for children who have experienced trauma or deep loss12. While the Cunningham study proposes the application of CFS to maximally develop friendly learning for children with autism 13. The various results of the studies described above still lead to the context of implementing child-friendly schools in accordance with the determination indicators.

Children's participation is one of the six CFS indicators developed by the Government with the aim of children being able to participate with freedom of expression in society, in matters that affect children's lives, and in a way that prepares children to take on roles in situations that continue to increase. responsibilities as they grow up. In other words, schools provide space for students to participate democratically in building schools. This means that children are allowed to give their opinion regarding school life (eg in the application of rules). Thus, children's voices are heard in making school policy decisions that are intended for children through the process of child participation.

According to Indonesian Village Development and STD Prevention and Care Project participation can be interpreted as a person's conscious involvement in social interactions in certain situations. With that understanding, a person can participate when he finds himself with or in a group, through various processes of sharing with others in terms of values, traditions, feelings, loyalty, obedience and shared responsibilities 14. Article 12 of the Convention states that each child is capable of forming views and has the right to express those views freely in all matters affecting them, and that one's views must be given due weight in accordance with their age and maturity. It is a unique provision

in human rights law. It recognizes that, although for children, unlike adults, there is no automatic presumption in favour of autonomy or independent decision-making; they are, nevertheless, entitled to respect as human beings, with rights to be involved in decisions that affect them. As such, it provides a balance between, on the one hand, the engagement of children as active agents in their own lives, and on the other, their entitlement to additional protection during the period of childhood15.

The importance of participation is stated by Conyers as follows: first, community participation is a tool to obtain information about the conditions, needs, and attitudes of the local community, without which development programs and projects will fail; secondly, that the community will trust a development project or program more if they feel involved in the preparation and planning process, because they will know more about the ins and outs of the project and will have a sense of ownership of the project; third, that it is a democratic right when people are involved in the development of their own society 16. What is to be achieved by participation is to increase the ability (empowerment) of everyone who is directly or indirectly involved in a development program by involving them in decision-making and further and longer-term activities. In the context of CFS, children's participation is needed to provide provisions for children in the future in facing social life so that schools are not only institutions for obtaining academic values but also a lifelong learning process.

3. Methodology

This study uses a qualitative descriptive approach to the type of phenomenology. According to Pathak, a phenomenological research design is a study that emphasizes the importance of the perspectives and interpretation of individuals about certain phenomena17. In this study, students' understanding of CFS becomes important to be able to map their participation. Data collection is done by mixed method and the data collected through interview and questionnaire. Interview were conducted with teachers, school principal and high school students. The selection of informant based on purposive sampling is that the selected informants that have characteristics in accordance with the objectives of the study. Characteristics of teacher informants include teaching more than 5 years, being certified, and being CFS task force. Characteristics of school principal informants include be a principal for at least two years and actively carry out various innovation related to CFS in school. While the characteristics of students are from second grade high school. Questionnaire in the study used to map the forms of children's participation carried out in school based on 6 indicators distributed to 100

students. The data validity process uses a triangulation method that compares interview data with the result of questionnaire. The data analysis technique uses the interactive models of Miles, Hubberman and Saldhana with an approach to the children's right theoretical framework 18.

The majority of children defined CFS as a non-violent school. The incessant bullying phenomenon makes students quite adept at defining violence in the school environment, reacting and reporting it according to the mechanism to the teacher. However, the considerable learning load also contributes to students' understanding of CFS, namely schools that have friendly teachers to students, behave well during lessons, can make students comfortable and do not burden students with daily tasks. Students also understand that CFS is a form of school that fulfills children's rights and provides protection for children at school. In the framework of human rights, the fulfillment of children's rights requires the role of the state as a party that is obliged to fulfill children's rights as rights holders. Children's understanding of CFS which is still diverse is more due to the lack of active participation of children as students in the implementation of CFS. Children are still objects who are given programs, activities, and activities to take part in them as the definition of participation. Children have not been considered participating if the school has not listened to the child's voice, respects the child's views, considers the child's aspirations, pays attention to the needs, hopes and concerns of the child so that all these things are taken into consideration in every decision-making process related to the child's life.

4. Result and Discussion

CFS have been implemented in Surakarta since 2018 and simultaneously all schools at various levels declared themselves to be child-friendly schools. This is of course intended as an effort to accelerate the fulfillment of children's rights and protection. But it's interesting to see if the child participates in this? What are the forms of participation carried out by children? Are the children aware of the forms of participation that they do consciously or are they because of intervention from the school for certain purposes?

The school declared itself an CFS on instructions from the City Government as an effort to accelerate the achievement of the Child Friendly City title which has been programmed since 2006. In 2018, the declaration of child-friendly schools was simultaneously carried out in all schools in Surakarta. This is an additional value for several indicators required in a child-friendly city. In the CFS, it is hoped that the protection and fulfillment of children's rights can be achieved more quickly. All schools
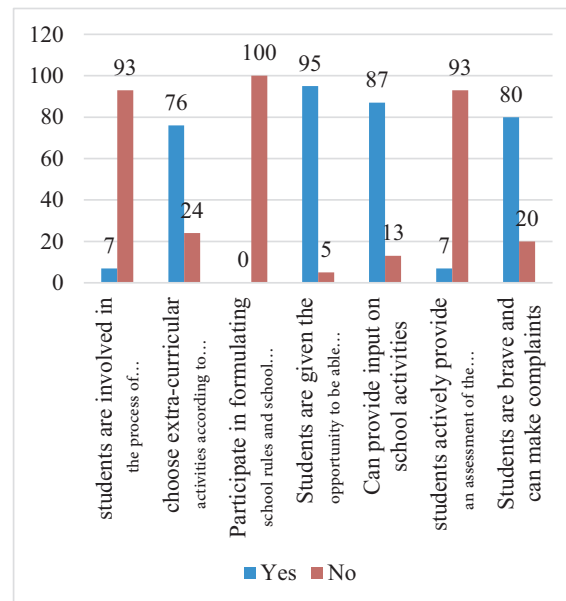
Figure 1: Student's participatin on CFS.

from various levels then try to meet the indicators contained in the CFS evaluation to be classified into several stages. The majority of students in this study stated that they were happy to be in school, felt proud, happy and comfortable in school but most of them did not understand that the school is a CFS. Their misunderstanding is more focused on the conceptualization of CFS even though they are used to seeing the term in various boards or billboards scattered throughout the school. Their understanding of child-friendly schools is quite diverse, namely schools that are free from violence, schools with friendly teachers and responsive to students' interests, schools that do not burden students with many tasks and schools that protect all students. The diversity of students' understanding of CFS is triggered by the lack of knowledge about children's rights in the school environment. However, students agree that they are entitled to protection at school so that the learning process they participate in is comfortable and maximal.

One indicator of CFS is the participation of children in school. The following diagram illustrates how students participate in school.

Student participation in the implementation of CFS can be seen in several ways, for example, they are involved in almost all activities in the school, may choose to participate in extracurricular activities according to their interests, have the opportunity to form a peer community and have the courage to file complaints if they see violence in the school environment. The mechanism for handling violence in schools makes students dare to complain and act when they encounter violence. In addition, students in schools

also have the opportunity to provide input to schools regarding the implementation of CFS. However, it cannot be said that student participation in CFS implementation was good. Students are still not involved in the form of participation that touches the realm of school policy, especially those relating to the preparation of school rules/rules, preparing school budgets and even evaluating whether school budgets have been used properly for the benefit of children in CFS.

Through in-depth interviews, it was found that students are indeed allowed to choose extracurricular activities at school, but the tight school schedule makes students feel tired when doing extra activities. The preparation of rules in schools, although made for the benefit of the child (discipline) but still does not involve children. They are involved in the rules that exist in the classroom related to learning contracts although not all teachers involve students in making learning agreements. Students also have not been involved in providing assessments or evaluations related to the implementation of CFS. Their aspirations or evaluations are more at the level of providing input to schools regarding facilities or facilities that students need but are not yet available in schools. As told by a student,

"School rules made by the school, we go to school like visiting someone's house, there are already rules so we as guest have to follow the rules wether we like it or not (Interview, Berli-17years old, student grade XI)"

In particular, the Convention on the Rights of the Child set out a clear mandate for guaranteeing opportunities for children to be heard on all matters of concern to them. The attainment of these goals involves respecting and valuing children as active participants in the educational process 15.

Children's participation is also defined as a form of communication from the school to the children related to various activities or things that exist in the school, so that children feel they have a school19. However, things become ambiguous if children's participation is only interpreted as the involvement of children in every activity carried out by the school. Not infrequently, instead of children participating, they don't even understand that the school is CFS. The following diagram shows that students have different perceptions regarding child-friendly schools.

The majority of children defined CFS as a non-violent school. The incessant bullying phenomenon makes students quite adept at defining violence in the school environment, reacting and reporting it according to the mechanism to the teacher. However, the considerable learning load also contributes to students' understanding of CFS, namely schools that have friendly teachers to students, behave well during lessons, can make students comfortable and do not burden students with daily tasks. Students
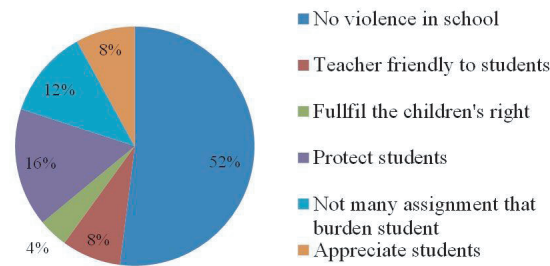
Figure 2: Children's Perception about Child-Friendly School.

also understand that CFS is a form of school that fulfills children's rights and provides protection for children at school. In the framework of human rights, the fulfillment of children's rights requires the role of the state as a party that is obliged to fulfill children's rights as rights holders. Children's understanding of CFS which is still diverse is more due to the lack of active participation of children as students in the implementation of CFS. Children are still objects who are given programs, activities, and activities to take part in them as the definition of participation. Children have not been considered participating if the school has not listened to the child's voice, respects the child's views, considers the child's aspirations, pays attention to the needs, hopes and concerns of the child so that all these things are taken into consideration in every decision-making process related to the child's life.

5. Summary

One third of children's lives are in school, therefore schools contribute a third of our children's quality of life. For this reason, it is very important to ensure the fulfillment of children's rights while at school. One of them is by creating a safe, comfortable, healthy school environment, and a safe way to school. Children's participation has not been seen clearly in child-friendly schools because participation is still defined as the participation of students in every school activity. If the child is already in school activities, it is considered to have participated. Attendance is considered a form of participation. The wider context of participation has not been reached by the school, for example how school policies and regulations involve the views, voices and best interests of children. Thus, it is still necessary to review the context of children's participation in CFS so that the fulfillment of children's rights is realized in a real way through the full participation of children.

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