

Child Friendly School

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IDENTIFICATION OF CHILD FRIENDLY SCHOOL ON THE WHOLE OF MUHAMMADIYAH ELEMENTARY SCHOOL IN YOGYAKARTA CITY INDONESIA

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Abstract

This study aims to identify Elementary School of Muhammadiyah in Yogyakarta City with the Child Friendly Schools category. This study uses a quantitative approach. The population is the whole of Muhammadiyah Elementary School in Yogyakarta which cover 34 elementary schools. The data is collected by using questionnaires and observation. The data analysis uses descriptive statistics to classify Elementary School into categories needs improvement, satisfactory and excellent. The results show that: 1) the whole of Muhammadiyah Elementary School in Yogyakarta which are seen from the characteristics Friendly Schools that included into excellent category and satisfactory are 68.7% and 31.39%. Indicators of child-friendly schools are included Child centeredness, Democratic Participation and Inclusiveness; 2) Muhammadiyah elementary school classrooms that have child-centered with excellent and satisfactory category are 88.8% and 11.7%. Child-friendly classrooms are indicated by indicator classrooms that are conducive for learning, environment and service learning by teachers in the student-centered classroom, and democratic participation of students in the class; 3) the child-friendly school environment in excellent category is 85.3% owned by the school, 11.8% for satisfactory category and 2.9% for need improvement category. The school environment includes the condition of in the room, building schools, and school outdoor environment indicator. Outdoor environment includes a safe, healthy and clean school environment.

Keywords: Child Friendly Schools, Muhammadiyah Elementary School, Children in Yogyakarta City.

INTRODUCTION

Article 3 of Law No.23/2002 about the Protection of Children in Indonesia states that child protection aims to ensure the rights of children to live, grow, develop, and participate optimally in accordance with the dignity of humanity, and get protection from violence and discrimination, in order to realize quality of Indonesian children, morals, and welfare. Meanwhile, article 4 states that every child has the right to be able to live, grow, develop, and participate fairly in accordance with the dignity of humanity, and also get protection from violence and discrimination.

Children's rights as set out in Article 3 and 4 are yet to be fulfilled optimally. The Reality of children's rights that unfulfilled common encountered in the lives of children both in the family and at school. Schools where it should be a safe and comfortable place for children to learn are still not meeting those needs. School infrastructure that is not in accordance with the needs of

children often makes children feel unsafe and uncomfortable at school. Teachers as educators who are supposed to provide protection for children often become abusers even to children.

Indonesian Child Protection Commission (KPAI) as stated in radioaustralia.net.au noted that in 2012 there has been a rise in cases of violence against children in schools by more than 10 percent. Violence against children in the school environment occurs in many types which are done both by teachers and between students. Cases of violence are also occurred almost evenly in all regions in Indonesia. A survey that is conducted by the KPAI as stated by AEST (December 20, 2012) in the 9 provinces of more than 1,000 students of elementary, Junior High school / Islamic Junior High School and Senior High School / Islamic Senior High School showed that 87.6% of students reported experiencing violence, both physical and psychological violence, such yanked up, beaten, yelled at, insulted, given the negative stigma to be hurt by sharp objects. In contrast 78.3 percent of children also admitted to committing acts of violence from a mild form to severe. Bullying that occurs in schools cannot be tolerated given the task of schools is to provide a safe and comfortable space for children to learn for the future. Phenomena such kind of violence must be prevented and eliminated wherever possible even stopped because it would negatively affect the child's future and even the future of civilization of a nation.

Creating a safe and comfortable learning environment for children is become a necessity and a mandate of the Law on the protection of children. UNICEF in 2006 has published a manual book on Child Friendly School. Some schools in Indonesia proclaimed as Child Friendly Schools. Like, Radar Lampung (December 21, 2012) includes the Child Friendly School which ensures there is no violence between teachers and students has been launched at SDN (Elementary School) 1 Mataram, Gadingrejo District, Lampung Pringsewu simultaneously with National Children's Day 2012 by the Government in collaboration with the Western Child Fund Indonesia; Institutions of observer children and society (L-Pamas), as well as two non-governmental organizations (NGOs) that concern dealing with children. Meanwhile, Faris in a local media (cbfmrembang) mentions that Elementary School Sanetan in Sluke Rembang district is served as a pilot school for child-friendly school project by the government of Rembang Regency which is a joint program with the Plan Indonesia in 2012. Suaramerdeka.com (5 September 2012) contains information that eight of Muhammadiyah schools in Solo being a pioneer or a Child Friendly School (CFS) in collaboration cooperation with The United Nations Children's Fund (Unicef).

School that claims to be child-friendly school is a school that has started the child-friendly school program although the Indonesian government has not formally adopted the Child Friendly School Policy in the form of rules and regulations. But it seems like Local Government of Rembang and Lampung has launched a child-friendly school Lampung through government policy in collaboration with Non Governmental Organization (NGO). It is similar with Muhammadiyah Solo that direct collaboration with UNICEF. The schools were programmed as a child-friendly school is important to be evaluated whether it has really become friendly school for the children. As well as see how the impact of child-friendly schools program on educational outcomes. However it is also important to identify schools that are not programmed as a child-friendly school. It is not certain that those schools become into schools that are not child friendly. It is interesting to study the various schools of the city relating to the categories of schools if it is analyzed in perspective of child-friendly schools. It could be that the schools in Yogyakarta are

included in the category of child-friendly schools although not programmed as child-friendly schools so that the existed schools are a proper school for the children.

Basic Implementation of the Child Friendly School

The basis of the framework of Child Friendly School by Miske (2010:3) is the Convention on the Rights of the Child / CRC, which was signed in 1989 in Turkey. According to human rights instruments, all girls and boys in the state are entitled to the rights:

1. The right to survival, which includes necessities for life: food, clothing, housing and medicine;
2. The right to development, meaning that a child is entitled to develop his/her potential to the fullest, which includes the right to be educated, to play, to rest, to engage in cultural activities, to have access to news and information;
3. The right to protection from all forms of abuse, neglect, and exploitation. The CRC explicitly states that children should be protected from all forms of physical or mental violence. Children should not suffer inhuman or degrading treatment or punishment and school discipline should be consistent with the child's human dignity; and
4. The right to participation, with freedom for expression in the community, in matters affecting the child's life, and in ways that prepare children to take on increasing roles and levels of responsibility as grow up.

To the possibility of children in getting their rights then the CRC Section 2 of Article 42 of page 12 says: "The State agrees to make the principles and provisions in this convention, instant acknowledged among adults and children in an appropriate and practical way." In other words, the obligation is assigned to us, the adults to ensure that all children are cared for, protected and supported to be able to fully develop the physical, emotional, social, and intellectual equality and integrity. Child Friendly School framework in Miske (2010:3) unites the fundamental rights that are contained in the Convention on the Rights of the Child which includes:

1. Child-Friendly Schools are child-centered.
2. They are inclusive.
3. They are gender-equitable and celebrate all cultural backgrounds and languages.
4. They are effective - that is, in Child-Friendly Schools children are learning and being educated.
5. Child-Friendly Schools are protective, safe, healthy environments; and
6. They are characterized by democratic participation.

This child-friendly schools framework in Miske (2010:3) is used to plan the transformation of the education system as a whole, at one school at a time, with the participation of all the people, for the benefit of each child. This framework allows each girl, boy, young people and adults to claim their right to have education in a child-centered learning community, inclusive, and based on democratic participation. While the main purpose of the plan of child-friendly schools in UNICEF in chapter 3 (2006:1-2) are:

1. Attract students increase acces.
2. Improve attedance rates
3. Improve retention and completion rates
4. Improve learning environment
5. Provide save, inclusive, welcoming environments for all students

6. Provide enabling learning environment, including accommodating children with physical and mental/learning disabilities
7. Build a sense of community within the school (institutional ethos).
8. Involve parents and the community support and participation.
9. Cultivate harmony between the school and the community
10. Harmonize buildings, school grounds and environment as children interact with them.

Principles of Child Friendly Schools

Irvine and Harvey in *Final Draft Set of Child Friendly Schools Standards and Indicators for Teacher Education* (2010: 4) writes that UNICEF expanded the education cluster with based framework on the rights of the child-friendly school which initially includes dimensions Inclusiveness; Effectiveness; Safety and Protectiveness; Gender Sensitivity, and School and Community Partnerships. CFS principles that drive the diversity in adaptation, the model developed in the school and community child-friendly school principles has been refined and disseminated at a national workshop, regional and global. UNICEF supports the sample schools for developing, refining and documenting the progress of schools based on experience, analysis and reflection which are carried out by the state in responding enthusiastically CFS program as a comprehensive yet flexible approach.

CFS that focus on the 'whole child' and 'rights' encourage cross-sectoral development programs such as the components of health, water, and nutrients, extending the security, protection, inclusiveness, and emergency. UNICEF (2009, 1.3, pp. 7-8) and Irvine and Harvey (2010:4) emphasizes the CFS consolidation models:

1. stronger consultative links between schools and their communities;
2. inclusiveness of access and learning environments;
3. child-centred pedagogy fostering more independent thinking, entrepreneurial skills, and professionalism among teachers; and
4. attention to the all-round development and welfare of individual children.

The development of CFS is based on the key principles with clear origins that can be interpreted and applied in a variety of contexts to identify the features or characteristics of the appropriate CFS. Once these features are determined, they can use it to develop CFS standards in the province, regency or state. In addition to being a more coherent model, predictable and logical, this approach increases the democratic process of dialogue and consultation in interpreting the main principles and standards setting (UNICEF, 2009, 2.2, p.3). Composing of CFS based on: *'...key principles with clear origins that can be interpreted and applied in a variety of contexts to identify appropriate features or characteristics of CFS. Once these features have been determined, they can be used to develop CFS standards in a given district, province or country. In addition to being a more coherent, predictable and logical model, this approach promotes a democratic process of dialogue and consultation in the interpretation of leading principles and the setting of standards. It discourages mechanical application of given set of fixed characteristics.'* (UNICEF, 2009, 2.2, p.3)

Framework of CFS in UNICEF (2009:1) is based on the Convention 1990 on the Rights of the Child, the principles of children's rights, as well as international human rights instruments and international declarations such as the Declaration of Education for All (education for all) (1990).

These principles emphasize on the right of all children to get free and compulsory education in a setting that encourages participation and attendance; disciplinary institutions that humane and fair; develop the personality, talents and abilities of the students to their fullest potential; the human rights respect children and fundamental freedoms; respect and promote cultural identity of children, language and values, as well as national culture and values of the country in which the child lives, and prepare the child for life as an individual, free of charge who respect other people and the natural environment (Chabbot, 2004).

UNICEF developed the CFS models not as abstract concepts or a rigid blueprint but rather as 'pathways towards quality' in education that reflect three interrelated key principles. Key principles that a portrait of CFS are:

1. inclusiveness;
2. child-centredness in terms of providing healthy, safe and protective learning environments; child-centredness in terms of pedagogy;
3. and democratic participation.

The third principle is presented in the table with the following features:

Table 1 Principle of Child Friendly Schools

Principle	Features of a child-friendly school derived from principle
Child-centeredness	<ul style="list-style-type: none"> • Child-centred pedagogy in which children are active participants, provided by reflective practitioners • Healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action
Democratic participation	<ul style="list-style-type: none"> • Children, families and communities are active participants in school decision-making • Strong links among home, school and community • Policies and services support fairness, non-discrimination and participation
Inclusiveness	<ul style="list-style-type: none"> • Child-seeking • Inclusive and welcoming for all students • Gender sensitive and girl friendly • Policies and services encourage attendance and retention

Adopted from Unicef (2009:8)

A conceptual framework model of CFS is presented in the CFS models as a pathway to quality education through the application of principles: child-centeredness, democratic participation and inclusiveness (adopted from UNICEF, 2009:3). This framework was developed to guide the evaluation. In this framework also shows how the application of three principles should lead to quality education and positive outcomes of the students. CFS models reflect the principles of inclusivity, accessible schools and welcoming to all children and looking for the children. Implementing child-centered pedagogical approaches in health, safe learning environment and protective at the school are to encourage democratic participation kids, parents and the community. Doing this make the child will be safe and acceptable, involved and challenged, and supported, all of which are important outcomes because the children will tend to learn and stay in school. These dynamics lead students to have greater opportunities to learn and succeed in life. It

also led to reduce the dropout rates because students and their families see the value of school. In addition, successful school is viewed positively by the public and this is a good reputation.

Results of the evaluation which were conducted by UNICEF in Irvine and Harvey (2010:5) shows that in China, the standard CFS found in four 'dimensions', they are; 1) 'Inclusiveness and Equality'; 2) 'Effective Teaching and Learning'; 3) 'Safe, Healthy and Protective' and; 4) 'Participation and Harmonization'. Thailand has considerable experience with CFS at the local level based on the integration of different perspectives of children, parents, teachers, managers, and community leaders. While the kids may think CFS interesting in terms relevant to the curriculum, participatory learning, discipline etc. Meanwhile, community leaders and parents tend to focus more on school facilities, equipment, communications, health, safety, protection and inclusiveness challenges. Thailand has also expanded the coverage of CFS in secondary school so that participation becomes more significant. Thailand also has a Student Management Information System (SMIS) with the support of universities and UNICEF. CFS is seen as a local consensus-building that is supported by resources, policies, regulations and national legal frameworks.

Research Methods

This study used quantitative research approach. The population was Muhammadiyah Elementary School in the city of Yogyakarta. The unit of analysis is the school which is the headmaster as the source of information. Data was collected by using a questionnaire with indicators that has already been modified from Child Friendly School indicators of UNICEF. Data were analyzed by descriptive quantitative to classify Elementary schools in Yogyakarta by needs repair (needs improvement), satisfactory (satisfactory) or very good (excellent) category in the same manner as the category of child-friendly schools.

Results and Discussion

Muhammadiyah Elementary School is a school owned by the Muhammadiyah Union. Muhammadiyah is one of Indonesia's largest community organizations founded by KHA Dahlan in 1912. Currently, Muhammadiyah Regional Chairman of Special Region of Yogyakarta (DIY) has 452 schools consisting of Primary School / Elementary School, Junior High / Islamic Junior High School and High School / Madrasah Aliyah (Islamic Senior High School) that are scattered in Special Region of Yogyakarta (DIY). DIY is one of the 33 provinces in Indonesia which consists of 4 regencies and one city. They are Bantul, Sleman, Kulon Progo, Gunung Kidul and Yogyakarta City. Yogyakarta city with an area of 32.5 km², with 388,088 people in population in 2010, has 58 Muhammadiyah schools which are consisted of 34 elementary schools, 10 junior high schools, 2 Madrasah Tsanawiyah (Islamic Junior High School), and 7 Senior High schools, 2 Madrasah Aliyah (Islamic Senior High School) and 4 Vocational Schools. The whole Elementary School in the city of Yogyakarta consists of 107 public elementary schools and 75 private elementary schools. There are 34 Muhammadiyah Elementary School of those 75 private elementary schools. All of the 34 Muhammadiyah Elementary Schools has been given questionnaires for survey and observation regarding the Child Friendly School.

Muhammadiyah as an Islamic organization build Muhammadiyah education based on Islamic values of Muhammadiyah. Because of that, Muhammadiyah School has characteristics as the providers of Islam-based education. This characteristic is marked by the availability of a place of

worship and a place of wudhu (ritual ablution before prayers) that can easily be reached by children or school staff. It also always monitors the activities of worship such as prayer, reading the Qur'an and learning al-Islam. No less important than that was the example given by the teachers and staff. Muhammadiyah Elementary School in Yogyakarta With these characteristics is included in the category of excellent schools 91.2% and 8.8% for satisfactory category.

Child Friendly Schools in Muhammadiyah School

Characteristics of the Child Friendly School included three aspects, they were: Child Centeredness, Democratic Participation, and Inclusiveness. The results of the survey on school principles/ headmaster showed that the whole Muhammadiyah Elementary School of Yogyakarta was included in the category of excellent 68.7% and 31.39% satisfactory category. Centered on the children was divided in to two categories: learning (pedagogy) which was centered on children with characteristics that the children participate actively and the service of reflective teachers. Another characteristic of centered on children was providing a learning environment that is healthy, safe and protective through classroom architecture, the right school, services, policies and activities of the school.

It was known by indicators of child-centered learning that 67.5% of Muhammadiyah elementary school in Yogyakarta is included in the excellent category and 12.5% schools in satisfactory category. Judging from the neighborhood of child-centered learning environment which is indicated by the health characteristics, save, and protection, there are 3.1% schools in the category of need improvement, 43.8% of schools in the category of satisfactory and 53.2% in excellent categories. Schools that are included in improvement category need to be developed so that the school can provide a sense of security, protect and healthy, even though only one school from a number of schools is researched.

Democratic participation was marked by the characteristics of children, families and communities who become active participants in school decisions taking, a strong relationship among home, school and the community. It was also supported by policy and fair service, non-discriminatory and participatory. Through this indicator, Muhammadiyah Elementary School in Yogyakarta City which was included in the category of excellent schools was 59.4% and 40.6% in satisfactory category schools. No Muhammadiyah Elementary School in the city was in the category of need improvement.

Characteristics of an inclusive school (inclusiveness) is characterized by indicators of school looking for students to attend the school, inclusive and welcoming to all children, sensitive on gender and friendly to girls as well as policies and services encourage school attendance and retention. Schools that had these characteristics with excellent category were 68.7% and satisfactory category was 31.3%. Table 1 below showed the classification of Child-Friendly Muhammadiyah Schools at Elementary School in Yogyakarta.

Child Friendly Classrooms

Observations which were conducted in classrooms of Muhammadiyah Elementary School in Yogyakarta showed that Muhammadiyah elementary school classrooms that have child-centered with excellent categories were 88.8% and 11.7% satisfactory category. Child-friendly classrooms were indicated by indicator that classrooms were conducive for learning, service learning

environment by teachers in the classroom student-centered, and democratic participation of students in the class.

If it was viewed from each of the indicators, it showed: 1) Schools that had conducive to learning classrooms been 82.4% natural school in excellent category and 17.6% in the category of satisfactory school. 2) Schools with the learning environment and teacher services in students-centered were 2.9% in the categories need improvement, 11.7% satisfactory school category and 85.3% excellent category. 3) Schools that used the democratic participation of students in the classroom were 85.3% in the category of excellent schools and 14.7% of schools in the satisfactory category.

The Child-Friendly School Environment

Observation of the school environment included the indicators of the condition of the room, school buildings, and outdoor environments of the school. Outdoor environment included a safe, healthy, and clean school environment. Child-friendly school environment in excellent category are owned by 85.3% school and 11.8% for satisfactory category and 2.9% for need improvement categories. In other words, there were still Muhammadiyah elementary schools that need attention in the development of the school environment.

If it was identified from each of the indicators, it could be seen that: 1) The school that had a safe room for learning can be found 85.3% in Excellent Category and 14.7% in the satisfactory category. 2) school building with safe condition for children to learn was only 1 school (2.9%) that still needed to be developed and one school in satisfactory condition and 95.2% in excellent condition. 3) Schools with safe environment to learn were 2 schools (5.8%) which had a school environment that need to be developed while the other were 95.2% in the excellent category. 4) Schools that required the development in shaping a healthy and clean environment were still 8.8% of schools. While school within the satisfactory category were 14.7% and 76.5% for excellent schools.

Muhammadiyah Elementary School was organized by the Assembly of Elementary and Secondary Education. The Assembly of Elementary and Secondary Education was one of the Muhammadiyah Vice Chairman Agencies which authorized for organizing elementary and secondary education. Therefore Muhammadiyah Elementary School was a private school that had the autonomous authority from government in implementing education in schools. As a privately-managed education, it provided the broadest opportunities for schools to always involve the community in all aspects of development.

Since its establishment, Muhammadiyah School has been born by people who have high concern towards education. It was born from community for community. Community conducted provision of land, buildings and facilities with coordinated by United Muhammadiyah in the area where the school was set up so that Muhammadiyah School stands in every corner of the city of Yogyakarta.

Participation of community in the implementation of Muhammadiyah schools was fully supports in making Muhammadiyah School be included in the category of Child Friendly Schools. The dynamics of Muhammadiyah schools were determined by the amount of community support for

the existence of the school. School which was under the leadership of Principal maintained public trust and support for the survival and the progress even though not all Muhammadiyah Elementary schools in the city of Yogyakarta were included in excellent category. Yet small percentage which required the development showed that Muhammadiyah elementary school can be referred to as the Child-Friendly Schools.

Safe, healthy and protective school environment was critical to be enhanced because there were still schools which unable to provide utmost security due to the location of the school which were among the hustle of the city of Yogyakarta. School area which was limited did not have sufficient area for children to play as well as the lay out that seem crammed still characterized some elementary school. Service of teachers in creating a child-centered environment still needed to be paid attention. Development of a healthy and clean school environment was important to do considering there were three schools that need Improvement category.

Conclusions and Suggestions

Muhammadiyah Elementary Schools in Yogyakarta can be categorized as a Child Friendly School because it meets the basic principles of the Child Friendly School. Although not all schools was in the category of excellent and satisfactory on all indicators. There were some indicators that still required the development, they were: 1) there was one school that should be developed according to indicator of centered learning environment which was indicated by the health, save, and protective characteristics of the environment. 2) There was one school that still needs to be developed according to indicators of the learning environment and teacher-centered services to children. 3) There was one school that still needs to be developed according to indicators of the condition of school buildings which were safe for children to learn. 4) There were 2 schools that required the development according to indicators of safe school environment to learn and 5) There were three schools in need of development according to indicators of a healthy and clean school environment.

Because of that, it is important for schools and associations of Muhammadiyah as owners to improve the deficiencies that owned by Muhammadiyah Elementary Schools in Yogyakarta so that those schools can fully be child-friendly schools. Also it is important to develop a similar study to identify the elementary schools in Yogyakarta both public and private schools as a source of information for developing policies Child Friendly Schools. With development of Child Friendly Schools policy which is compiled based on data, the development of school children will be contextual to the Special Region of Yogyakarta.

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