**CHILD FRIENDLY SCHOOL AS THE FORM OF PUBLIC PARTICIPATION IN POLICY PROCESS**

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**Abstract**

This article describes the involvement of the community and civil society in the implementation of the Child Friendly School (CFS) program in Pringsewu District, Lampung Province. This research uses qualitative approach with descriptive research type. The result of the research shows that SDN 2 Karangsari program has fulfilled the criteria of Child Friendly School by written comitment as Child Friendly School policy; A child-friendly implementation of curriculum; educators and education personnel trained in the rights of the child; Establishment of facilities and infrastructure Child Friendly School; The existence of child participation; And participation of parents, community institutions, entrepreneurs, and other stakeholders. As a policy, this Child Friendly School program in its formulation and implementation involves actors outside the country, ie community and civil society (in this case LPMAS). LPAMAS and the community are significant non-state actors whose role in the implementation of this Child Friendly School program. Even LPAMAS can be regarded as an initiator who encourages SDN 2 Karangsari to implement the Article of Minister of Women's Empowerment and Child Protection (PPA) no. 08 of 2014 on Child Friendly School Policy. Although there is a law or ministerial regulation that regulates the protection of violence against children. In this research, it even requires the encouragement and participation of the society and civil society, so that the policies that have existed since 2014 can be implemented as a form of protection for children in the school environment by involving non-state actors.

**Keywords: *education policy,child-friendly school*, *LPAMAS, non-state actors.***

**Introduction**

Plan International and International Center for Research on Women (ICRW) report that 84% of children in Indonesia experience violence in schools. This figure is higher than the trend in the Asian region of 70%. The research was conducted in 5 Asian countries, namely Vietnam, Cambodia, Nepal, Pakistan, and Indonesia taken from Jakarta and Serang, Banten (KPAI, 2016a). Data from Komisi Perlindungan Anak Indonesia/KPAI (KPAI, 2016b) indicate violence in children in the educational environment has increased from 2011 to 2015 (see table 1).

Tabel 1. Cases of violence in schools

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| --- | --- |
| **Year** | **Number of cases** |
| 2011 | 276 |
| 2012 | 522 |
| 2013 | 371 |
| 2014 | 461 |
| 2015 | 538 |
| 2016\* | 267 |

(Source: KPAI, 2016b) \*temporary data

Olsson (UNICEF, 2015) said violence against children is a silent crisis in Indonesia and will stop if we all, both parents, teachers, community leaders, and governments work together and protect them. Many child-related policies have been formulated and socialized. One of them is the Article of Minister of Women's Empowerment and Child Protection (PPA) No. 08 of 2014 on Child Friendly School Policy. Although there have been laws or ministerial regulations that regulate the policy on children, not fully guarantee the protection of violence against children.

Increasing cases of violence against children, encouraging the Lembaga Perlindungan Pemerhati Anak dan Masyarakat (LPAMAS), which is a local NGO partner of Childfund Indonesia, to prevent such acts of violence. LPAMAS was established on June 18, 2007, generally motivated by concerns about the situation and condition of the majority of society is still economically in needhuman resources are still relatively weak; low understanding of the lives of children and people who respect each other, love and full respect for the rights of children. LPAMAS as one of the NGOs that focus on the field of children trying to contribute to help the government in the effort of empowerment and child protection. The foundation seeks to revive educational activities through educational ways that can be educated and enjoyed by students.

Karangsari Village, Pagelaran District, Pringsewu Regency is one of the villages included in the LPMAS target area. SDN 2 Karangsari was made a pilot project as a Child-Friendly School (CFS) in Pringsewu District. With this CFS program, it is expected to help students to learn safely and comfortably without violence, bullying, and other things. So this is one way to prevent acts of violence against children.

UNICEF has developed a[framework for rights-based, child-friendly educational systems and schools](https://www.unicef.org/lifeskills/index_7260.html#A Framework for Rights-Based, Child-Friendly)that are characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children" (Shaeffer, 1999 in UNICEF, 2012). Within this framework:

* The school is a significant personal and social environment in the lives of its students. A child-friendly shool ensures every child an environment that is physically safe, emotionally secure and psychologically enabling.
* Teachers are the single most important factor in creating an effective and inclusive classroom.
* Children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviours and curriculum content that are focused on learning and the learner.
* The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families.
* Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs. (UNICEF, 2012).

Thus CFS is an open school involving children and adolescents to participate in social life, and encourage the growth and welfare of children according to the sound of Article 4 of Law No.23 / 2002 on Child Protection. In the regulation mentioned every child has the right to live grow, develop, and participate appropriately according to human dignity, get protection from violence and discrimination.

Child Friendly Schools can be realized if educational institutions (schools, families and communities) can work together to build this Child Friendly School. The family is the closest community for the students. The ideal family environment for children is a harmonious, healthy environment both inner and outer.

Based on Regulation of the State Minister for Women's Empowerment and Child Protection No. 08 of 2014 on Child Friendly School Policy, the indicators were developed to measure the achievements of Child Friendly Schools, covering 6 (six) important components:

1) Written comitment as CFS policy;

2) Implementation of curriculum;

3) Educators and education personnel trained in the rights of the child;

4) Facilities and infrastructure CFS;

5) Child participation; and

6) Participation of Parents, Community Institutions, Entrepreneurs, Other Stakeholders, and Alumni

Bakry (2010) in the conclusion of his research revealed that education is a public good. So the voice of the people in various levels of formulation, implementation and evaluation of policies need to be heard and in accommodation.

Given the importance of this program in dealing with child abuse especially in the world of education, it is necessary to evaluate the implementation of this program to see if the program intervention or service has been implemented as planned, and whether the planned population target has been served.

Implementation of programs or policy implementation is one of the important stages in the policy process. Udoji (1981) in Wahab (2014) firmly insists that the implementation of the policy is an important and perhaps even more important thing than policymaking. Policies will be good dreams or plans that are stored neatly in the archives if they are not implemented. Therefore the process for implementing the policy needs to be given attention.

The concept of Policy Implementation put forward by Lineberry (1978) in Putra (2001) is the actions undertaken by individuals, government and private groups, directed at achieving goals and objectives, which are priorities in policy decisions.

Lineberry (1978) in Putra (2001) also says that the policy implementation process has at least the following elements; (1) establishment of new organizational units and implementing staff; (2) the translation of objectives into the various operating rules (Standard Operating Procedures / SOP); (3) coordination of various sources and expenditures to the target group division of tasks within and between agencies or executing agencies; (4) allocation of resources to achieve the objectives.

Not much different from Lineberry, Ripley and Franklin in Winarno (2014) argue that implementation is what happens after the law is enacted given to program authority, policy, profit, or a real type of output. According to Ripley and Franklin the implementation includes many activities: (1) implementing agencies must obtain the resources needed; (2) implementing agencies develop the language of the articles of association into concrete directives, regulations, and plans and program designs; (3) implementing agencies should organize their activities by creating bureaucratic units and routines to cope with workloads; (4) implementing agencies provide benefits or limitations to target groups.

Thus the concept of public policy implementation is the activity or activities undertaken by individuals, groups, both government and private, to achieve goals and targets that become policy priorities that have been established. The policy implementation process can be seen through activities (1) establishment of new organizational units and implementing staff; (2) the translation of objectives into the various operating rules (Standard Operating Procedures / SOPs); (3) coordination of various sources or implementing agencies; (4) allocation of resources to achieve the objectives.

During this time, education policy is only limited in formulated and implemented by the government. Participation of society and civil society is limited to insignificant things, such as being a member of the school committee.This article describes the implementation of the CFS program as a form of community participation and civil society in education policy.

**Method**

Type of research used in this research is descriptive with qualitative approach. This approach was chosen because this research wanted to solve the problem by describing the current state of the research object based on existing facts and described in the form of words and languages obtained from observation, interview, documentation, and literature study related to the implementation of the school friendly Children in Pringsewu District.

**Results and Discussion**

The implementation process of child friendly school program started from the presence of LPAMAS in July 2012. LPAMAS reason to choose SDN 2 Karangsari to be a child friendly school backed by the many cases of violence against children that often occur in Pringsewu District and it is causing anxiety for anyone. Therefore, to prevent violence that occurs both in the environment and at school, LPAMAS feels compelled to participate actively in fighting for children's rights and child protection. On April 12, 2013, the launch of SDN 2 Karangsari vision became a school adiwiyata and child friendly (Sari; 2017). The selection of SDN 2 Karangsari as the implementer of child friendly school program is a form of program implementation in accordance with the theory put forward by Lineberry (1978) in Putra (2001) that the process of policy implementation required the establishment of new organizational units and executive staff.

A child-friendly school is not a new school, but it makes school convenient for children and ensures schools fulfill children's rights and protect it because it is the second home for children after their home. The goal of a child-friendly school is to create a safe and comfortable atmosphere for learning so that there is no violence in the school.

The objectives of the child-friendly school program are also contained in the Regulation of the Minister of Women and Child Protection of the Republic of Indonesia Number 8 of 2014. The objectives of child-friendly school programs are also elaborated in indicators of child-friendly Schools so that efforts to fulfill and protect child rights can be measured. Based on Regulation of the State Minister for Women's Empowerment and Child Protection No. 08 of 2014 on Child Friendly School Policy, CFS Indicators as follows;

* 1. There is a written commitment that can be considered a policy on child friendly schooling.
	2. Implementation of child-friendly learning process
	3. Educators and education personnel trained children's rights
	4. Children-friendly facilities and infrastructure
	5. Child participation
	6. Participation of parents, community institutions, entrepreneurs, and other stakeholders.
		1. **Written Commitment**

In realizing the first component in child-friendly school has been fulfilled that is with the Decree of Principal Principal 2 Karangsari, District Pagelaran Pringsewu. In addition, Community Empowerment Workshop held an important role in supporting the school transformation program. Therefore, the community needs to be optimally empowered. The initial step of community empowerment needs to be done through the equation of perception and objectives and the ability of schools to accommodate the demands of the community.

The community empowerment workshop is a solution to achieve this goal. After the holding of workshops, follow-ups or outcomes include the real support of school committees and good collaboration of schools and surrounding communities. From this, the surrounding community with the members of the school to guarantee the existence of security, comfort, and protection of students from home to school, while in school, and from school back home. In addition, between the student's parents and teachers and the community around the school established a harmonious relationship.

The main subjects presented in this activity include the understanding of adiwiyata schools and child-friendly schools, the preparation and determination of vision, mission and objectives of the school as well as performance-based management and its implementation in the process and implementation of school management.

The results of this workshop include: define *adiwiyata* school, develop school vision and mission, set goals and targets. Adiwiyata school is defined as a school that seeks to create a school citizen who care about the environment, as well as realize human resources that are characterized and responsive to social, economic and cultural developments, and seeks to guarantee the existence and protection of children's rights in all aspects of life in a planned and responsible manner.

The vision that is formulated is *Towards Adiwiyata School and Child Friendly In the Year 2016*. While the missions formulated are:

* 1. Improve the quality of responsibility and care of the school community in the effort of environmental protection and management
	2. Implementing professional management within the school
	3. Improve school quality comprehensively and sustainably
	4. Applying the principle of teachers as role models for learners and the community in an effort to develop the potential of learners to become a fully Indonesian human
	5. Guarantee the fulfillment of the rights of children in every aspect of life in a planned and responsible way

This written commitment is a form of sincerity and determination of all stakeholders in SDN 2 Karangsari to apply CFS. From the data search results in the field, initially no teachers were willing to sign the MoU offered by LPAMAS. However, after a series of meetings, LPAMAS succeeded in convincing and building a shared commitment to implement the CFS at SDN 2 Karangsari.

1. **Implementation of child friendly learning process**

The second component is achieved with performance-based workshops and their implementation. This workshop is aimed to improve the performance of school management clearly and measurably. Participants in this workshop are teachers of SDN 2 Karangsari. The main subjects presented in this activity include the understanding of adiwiyata school and child friendly school; preparation and determination of school vision, mission and objectives; as well as performance-based management and implementation in school management.

LPAMAS also held a workshop on curriculum development. The results of the study indicate that most teachers of SD Negeri 2 Karangsari do not have the same perception and understanding, as well as adequate knowledge and skills on the preparation and development of child friendly school curriculum. Therefore, facilitation through workshops is an urgent need. This activity has a purpose that is, first to improve the knowledge and equality of participants' perception about child friendly school program. Second, improving teacher insight, knowledge, and skills in developing Child Friendly School curriculum and its implementation in the learning process. Third, to prepare the participants to carry out the task of guidance and supervision of Child Friendly School program.

Follow-up after workshop in accordance with government policy that starting year 2014/2015 every educational unit must have implemented curriculum 2013. Based on these provisions, then the whole planning and implementation of learning program SDN 2 Karangsari refers to the curriculum 2013. Implementation is integrated with the environment and friendly Children as a medium of learning, by strengthening the aspects of attitude, skills, and knowledge comprehensively. So in its implementation, curriculum development in schools is done in accordance with conditions and needs, following the progress of science, technology and art. As well as a systematic and comprehensive learning program, the learning process and implementation focuses on the optimal development of student potential.

Other activities to realize this 2nd indicator is Material workshop and teaching materials is an absolute requirement for teachers to carry out the learning process. On the other hand, teachers do not have sufficient ability to develop and develop integrated teaching materials and materials between school curriculum and child friendly school programs. In order to overcome these problems, the workshop of preparation and teaching materials needs to be done. This activity was held for three consecutive days, and has succeeded in improving the knowledge, skill, and skill of teachers in developing and developing integrated teaching materials and materials between school curriculum and environmental utilization as learning media. In addition to developing materials and teaching materials, the teacher can also provide an assessment of the process and learning outcomes. The assessment covers all aspects of potential development.

1. **Training on the rights of the child**

To meet the 3rd indicator of educators and educated personnel trained children's rights LPAMAS held a number of activities, namely:

* 1. Workshop on Increasing Personality Competence

The follow up of this workshop is the teacher becomes the role model for the students and the community, the teacher becomes the motivator for the active learners to learn, have the love and committed to the profession and other follow-up that is learning the practice of prayer.

* 1. Workshop Integrated with the Environment (PAIKEM)

This activity is conducted with the aim of increasing the competence of teachers to be able to carry out active, innovative, creative, effective and fun learning (PAIKEM) through strengthening the attitude, skills and knowledge aspects of integrity. Thus expected to create process and implementation of learning that really fun, meaningful, and quality for student. This activity enhances insights, knowledge, and skills through practical experience by empowering the environment as a medium of learning. This activity does not only take place in the classroom, but is also followed up by the facilitator by positioning himself as an example for the workshop participants to start a real change. From the results of the workshop, the school created a gazebo or multipurpose building mini size 8x12m2 as a center for the development of children's creativity, while also functioning as a center of education, training and professional development of teachers. In addition, other follow-up of the PAIKEM workshop is the increased insight, knowledge, attitudes, and skills of teachers in applying cultured environments.

* 1. Technical Guidance of Learning Based on Information and Communication Technology (ICT)

This activity aims to improve the knowledge and skills of teachers in the process and implementation of learning-based learning technology. This activity was done thanks to the help and support from Childfund Indonesia Jakarta, LPAMAS Pringsewu, Educational Consultant, Course and Training Course of Texas Course Pringsewu, and other stakeholders. In the future, it is expected that all parties are concerned to provide support, so that this activity can be carried out continuously. The result of this workshop is that the teacher has better understood the use of ICT.

1. **Facilities and infrastructure**

The 4th component is the facilities and infrastructure of youth-friendly schools by providing assistance for UKS space infrastructure. The assistance is provided by LPAMAS to the target school or target group. This is one of the indicators needed to achieve ideal school or child friendly school that is healthy, safe and protect. In addition to UKS space, the LPAMAS also provides air conditioning for the room. So this makes the space of UKS SDN 2 Karangsari much better than before.

Other facilities and infrastructure built are two bathroom units. This is an important indicator because it has clean bathroom facilities including clean water access, no physical germs or disorders, HIV and AIDS prevention. With this bathroom facilities to help the school in providing an adequate health environment. There are no privileges between teachers and students like other schools. Only distinguished between men's and women's bathroom. As well as the distinction of places intended to respect and respect gender and prevent undesirable things.

Another facility and infrastructure built by LPAMAS is the development of a clean water source in the form of a wellbore that ensures adequate water supply at the school. Other assistance in the form of school canteen making with the aim to avoid students buying food outside school and prevent poisoning caused by snacks that are contaminated with harmful substances.

LPAMAS also provides tree planting assistance as a form of greening the environment. Until now has been embedded 557 trees with 152 types of plants. In addition, there are some bamboo forests that are safe, cool, shady, beautiful, and clean.

One thing that is unique is the construction of child friendly school boards that are very useful for all those who see and read. By reading the board, become a booster of the spirit of school residents to continue to run the vision and mission of child-friendly school, so that all parties can be hand in hand with each other in running the program. While doing the learning process always provides protection and a sense of security for children in accordance with child-friendly school indicators that act according to the best interests of each child, care for the child entirely, care about what happens to children before they enter school and after school and creative methods In the classroom.

1. **Student participation**

In the element of student participation, this friendly school program opens up considerable space for the participation of students. At SDN 2 Karangsari, the participation of students can be seen in their support to change for the better. knowledge, attitudes and skills; suitable assessment, at classroom and national levels

This participation starts from the cognitive, affective to psychomotor domains.

Participation in the cognitive domain is a change in the learning process. Students experience an increase in learning achievement. After the CFS program is implemented, students gradually realize the importance of respecting teachers and older people. This is seen in the daily interaction. Observation results show that if students meet with teachers and older people then they will greet first and kiss the hand of an older person.

Student participation can also be seen from the change in students' habits in consuming snacks. Previously, students bought snacks without regard to hygiene and health. But after the CFS program is implemented, students prefer to consume snacks that are sold in the school cafeteria that has been supervised food safety.

Changes in the case of uniforms are also the support of student participation in the implementation of this program. Female students use long skirts while male students wear trousers.

Participation in the psychomotor domain for example the involvement of students in extracurricular activities. LPAMAS provides training and mentoring on extracurricular dance.

1. **Coordination of multi stakeholders**

An important element of public policy implementation by Lineberry (1978) in Putra (2001) is the coordination of various sources or implementing agencies. Child friendly schooling programs require coordination and support from various parties, both from government and private parties. During this child-friendly school in SDN 2 Karangsari received support from village officials, monitoring and evaluation team from international organization of Childfund from USA, school residents, Education Office, Pringsewu District Environmental Management Agency, Education Consultant, Course and Training Institute Texas Course Pringsewu and of course full support from LPAMAS Pringsewu.

**Conclussion**

Implementation of child-friendly school programs as an effort to prevent violence against children in Pringsewu District. This program started with the establishment of program appointed by LPAMAS based on certain criteria. The goal of a child-friendly school is to create a safe and comfortable atmosphere for learning so that there is no violence in the school environment. The objectives of child-friendly school programs have been elaborated in indicators of child-friendly schools so that efforts to fulfill and protect child rights can be measured.

Participation from related parties has taken place even with support from village officials, monitoring and evaluation teams from the international organization of Childfund (United States), school residents, education office, Pringsewu District Environmental Management Agency, Educational Consultants, Course and Training Course of Texas Course Pringsewu and of course the full support of LPAMAS Pringsewu is a factor supporting the continuity of the program.The involvement of various parties (especially LPAMAS) is a form of relationship between state and society in the implementation of policy.

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