

Implementation of Child Friendly School Management Functions

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Abstract --- The purpose of this study is to analyze and describe the planning, organizing, implementing and evaluating child-friendly school in Junior High School 4 Metro. The method of this study used qualitative with a phenomenological design. The informants of this study were the headmaster, deputy principal in the curriculum field, deputy headmaster in student affairs, deputy headmaster in the field of Sarpras, school committees, teachers, parents, security guards, and the canteen. The data were collected by using interview techniques, observation techniques; and documentation techniques. The results of this study (1) planning for the implementation of child friendly school management functions does not have a written program but the SRA program continued to run in accordance with applicable SRA policies and curricula (2) a team organization of child-friendly school that specifically oversees all school activity processes that lead to the implementation child-friendly (3) the implementation of child friendly school management functions activities runs with the existence of synergetic directives starting from coordination (4) evaluation of child friendly school management functions to find out supporters of child-friendly school programs and inhibitors of child-friendly school programs.

Keywords: Management, Character Building

I. INTRODUCTION

Currently the world of education in Indonesia is again tarnished it is caused KPAI commissioners in education until October 2019 found physical violence that occurred in primary school in seven cases, in junior high school as many as five cases, in senior high school as many as three cases and SMK there were four cases. "Of the 21 cases, there were 65 students who were victims of violence while there were four victims of violence teachers" Retno in a press statement on Health Liputan6.com on Thursday (10/31/2019).

Based on the results of KPAI's research show that schools have not been able to be a friendly place for children (students). Although it is called to as an educational institution, but violence is often born from this place. This is certainly very counterproductive to the meaning of the school itself, which is a place for learning, not a place for violence. Schools should be a place that is so fun for children, because in this educational institution the children will be educated to know each other, love one another not to be hostile or oppressive [3].

From this phenomenon, it is very important to conduct a research about the implementation of Child

Friendly Schools in schools. So, This study tries to uncover whether in schools, especially junior high schools have actually implemented Child Friendly Schools or not, besides the focus of this research is to find out data on the implementation of Child Friendly Schools and discover the school culture that is results from implementing the program. Child friendly school assessment as an effort to describe or reveal school life [6].

II. LITERATURE REVIEW

Child Friendly Schools are educational units that is able to guarantee, fulfill, respect the rights of children, and protect children from violence, discrimination and other mistreatment and support children's participation, especially in planning, policy, learning, and complaints mechanisms [2]. Also added Aqib in the ramaha school model, the teacher's child must realize that the potential of children is different so that in providing opportunities for their children to choose activities and play activities that fit their respective interests, and must be more prejudiced to children [1].

The implementation of child-friendly schools is as an effort to support the Child Friendly Cities (KLA) program in metro can be seen from the existence of clarity and consistency of objectives, namely the existence of technical guidelines for the implementation of child-friendly school programs, inter-institutional cooperation, the existence of regulations governing the implementation of school programs child friendly, as well as program implementers.

Child Friendly School Indicators in terms of schools, families and communities in building Child Friendly Schools. The family is the closest community to children. The ideal family environment for children is a harmonious, healthy family environment both physically and mentally [4].

III. METHOD

The study used qualitative research methods. Qualitative research is research that intends to understand what phenomena are experienced by the research subjects [5].

Qualitative research is different from other studies. As for the characteristics of qualitative research, humans are tools (instruments), natural settings, qualitative methods, inductive, descriptive data analysis, grounded theory, more concerned with process than results, criteria specifically for data validity, there is a limitation of focus, design is

temporary, and the results of research are negotiated and mutually agreed [5]. Descriptive qualitative research defines and informs data related to the current situation, attitudes and views that occur in society, contradictions between two or more conditions, relationships between variables, differences between facts, effects on a condition, and others [8].

IV. RESULTS AND DISCUSSION

a. Plan for Implementation of Child Friendly School

The existing planning in the Implementation Of Child Friendly School with various types of planning such as education financing planning, education funding plays an important role in the survival of the education world. The importance of costs in a budget that is costs have an influence on the level of efficiency and effectiveness of activities in the context of achieving goals. With a good budget planning and an effective allocation of funds that is right on target it will have a good effect on the success of the program, and the budget is sourced from APBN and APBD, both related to the learning process or facilities and infrastructure that supports learning. But there is no a specific budget, because the child-friendly school program is related to other programs, such as the adiwiyata program and PKB. The three programs support and complement each other. As for funding participatory activities such as extracurricular activities, schools are budgeted from BOS funds. Then the Implementation Of Child Friendly School target infrastructure planning is very important, because with the complete and good facilities and infrastructure, it will support the achievement of program objectives.

b. Organizing for Implementation of Child Friendly School

From the results of research and documentation of the child-friendly school, the school has formed an implementation team of a child-friendly school development, the child-friendly school task force and a child protection committee at the school. Membership arrangement of child-friendly school implementation team: There are two child-friendly school Teams that must be formed to oversee the implementation of the child-friendly school, namely: (1) Formation of the child-friendly school Team in the Education Unit from School / Madrasah Principals, Teacher Representatives, BK Teacher Representatives, OSIS Representatives, Vice Participants students from each grade level, representatives from the School / madrasa Committee, representatives from the Parents / Guardians Association or can also be added by alumni (2) Formation of the child-friendly school Team which is a combination of the internal Team in the education unit (point 1) with the Task Force team city worthy of a child in Cluster 4. Team Formation and policy formulation are accompanied and can be facilitated by the Ministry of PP and PA / PP Board and PA / Unit that handles children in the regions / Bappeda / or other interested parties

c. Implementation of Child Friendly School

A plan that has been prepared carefully and in detail, implementation is usually done after the planning is considered ready. In simple terms the implementation can be interpreted as the application in the implementation of Child Friendly Schools, there is an implementation of the annual child-friendly school action plan / program and five child-friendly school components. Various programs / activities have been carried out in many schools, such as the Adiwiyata program, School Health Enterprises, etc. At this stage schools can carry out school-based practice identification such as the Adiwiyata Program, UKS, School / Madrasah Disaster Safe, etc. with the aim of developing an child-friendly school. And in making efforts the component of a child-friendly school is based on a policy of having a written commitment in the form of a pledge to prevent violence against children, for example forms such as integrity pacts, participation of children in participating in all programs in schools, adequate infrastructure, education and education with Minimum bachelor qualifications, as well as parental participation and parental cooperation in guiding children along the way.

d. Evaluate of Implementation of Child Friendly School

Evaluation activities in the implementation child-friendly school program are carried out by evaluating the activities of the child-friendly school work program. As in the annual work program of the child-friendly school in 2018-2019 evaluates the maintenance and care activities of plants that exist in the school environment. So the program can be seen if it is in accordance with the achievement target. Evaluation of this program is carried out every six months, precisely at the end of the semester by the SRA development team.

Child-friendly school evaluates some programs, those are activities related to and support the SRA program such as those in the SRA annual work program, such as habituating 5S, planting characters to students, adding water reservoirs, improving the sports yard, maintaining and caring for plants in the environment. school, realizing a healthy canteen that provides varied food.

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