

Evaluation of Child Friendly School Programs In Junior High School 16 Bandar Lampung

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Abstract--This study aimed to describe the context of planning child-friendly school programs related to situations or backgrounds that affect indirectly. Child-friendly school program inputs related to the quality of inputs that can directly support achievement. The process of the program is the implementation of various activities, approaches, and methods which supports the success of the child-friendly school. The products produced are the implementation of child-friendly school programs in Junior High School 16 Bandar Lampung. The method used in this research is qualitative with a phenomenological design. The informants were the school principal, deputy headmaster in the curriculum, student affairs, facilities and infrastructure, teachers, students, guardians of students, security guards, school guards. The results showed that the context of planning child-friendly school programs was to prevent violence against children and other school members, creating relationships between quality school members, etc. The input determines the facilities and infrastructure carried out so that the facilities and infrastructure needs could be effectively and efficiently. The process of implementing were done by the teachers, staffs and security program approaches through daily communication. The product was the results achieved in the organization of child-friendly school programs. They were the attitudes / behaviors of students towards teachers, security guards, staff, and peers that demonstrated the principle of child-friendly schools. Students were always polite by greeting and shaking hands with teachers.

Keywords: school program evaluation, child friendly school (SRA), rights convention, strengthening of child-friendly schools, junior high school.

I. INTRODUCTION

The educational process from time to time continues to innovate. In accordance with the development and capabilities of the human beings themselves, the character and civilization of a dignified nation in order to educate the nation's life becomes a vehicle to develop the potential of students to become human beings who believe in God Almighty, have good morals, have good knowledge, have knowledge, competent, healthy, independent, creative and become a responsible citizen.

Education received by the nation's children in school, will be able to change the mindset and creativity to create a good level of welfare and a good economy. School is one place where students get formal knowledge. The school is not only a place to gain knowledge, but also as a place to play, gather and share the joy between one student with other students so that interaction occurs. Schools are currently implementing child-friendly school programs so that students

in learning feel comfortable, safe, fun and far from the pressure and discrimination done by teachers, peers, and by those around them. Many people judge that schools today are still far from democratic values and humanism. In fact, it can be said if the school has unconsciously undergone a process of de-humanization and de-democracy. It is said so because schools have experienced a setback process with the erosion of the values of humanity and democracy they contain [1].

II. LITERATURE REVIEW

A. *Child Friendly School*

Child Friendly School is an implementation of the national education goals contained in the National Education System Law No. 20 of 2003. Article 5 of this Law states that "Fulfilling Children's Education Rights is a conscious and planned effort to create an atmosphere of learning and learning process so that students at the age of children are actively develops his potential to possess religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state." Essentially this law states that every child has the right to education[7].

Child-friendly education is an anti-discriminatory school, applying PAIKEM, attention and protecting children, a healthy environment, and the participation of parents and the community. Child-friendly schools do not force, pressure and intimidate children so that children have the freedom to choose to learn and develop their potential happily and cheerfully without fear and shame[5].

B. *Characteristics of Child Friendly Schools*

Characteristics of a Child Friendly School [3]

1. *Attitudes Toward Students*

Fair treatment for male and female students, smart-weak, rich-poor, normal-disabled, children of workers' officials, Application of local religious, social and cultural norms. As well as affection for students, pay attention to those who are weak in the learning process because providing physical or non-physical punishment can make a child traumatized. Mutual respect for the rights of children, both among students, between workers, education and between education staff and students.

2. *Learning Methods*

The learning process occurs in such a way that students feel happy following the lesson, there is no fear, anxiety and anxiety, students become more active and creative and do not feel inferior because of competing with other students' friends. An effective learning process occurs resulting from the application of varied and innovative learning methods.

3. *Teaching Media*

The teaching and learning process is supported by teaching media such as textbooks and teaching aids / props so that it helps students absorb. The teacher as a facilitator applies a cooperative, interactive teaching and learning process, both individual and group learning. Participatory learning processes occur. Students are more active in the learning process. The teacher as a facilitator of the learning process encourages and facilitates students in finding their own ways / answers in a problem.

4. *Student Participation*

Students are involved in various activities that develop competencies by emphasizing the process of learning through doing something (learning by doing, demos, practices, etc.). Through various activities can be a place that supports for various activities and learning opportunities for children. This is because doing activities can stimulate the development and physical growth of a child. Through activities children can develop self-confidence, become more social, learn independently, develop their intellect, and learn to solve problems that arise.

5. *Class Arrangement*

Students are involved in the arrangement of benches, decorations and illustrations that illustrate science, and so on. Classically structuring benches (backward) may limit student creativity in social interactions and group chair work, students are involved in determining the color of the walls or classroom wall decorations so students become comfortable in the classroom, students are involved in displaying student work, results of tests / tests, teaching materials and books so that they are artistic and interesting and provide space for reading (reading corners). Stools and chairs should be sized according to the size of Indonesian children's posture and easy to slide to create a dynamic classroom.

6. *Classroom Environment*

Students are involved in expressing their ideas in creating a school environment (determining the color of class walls, decorations, suggestion boxes, wall magazines, school gardens), Clean water, hygiene and sanitation facilities, sanitation and health facilities, sanitation facilities such as toilets, washing areas , adjusted for the posture and age of the child. In schools policies / regulations are implemented that support hygiene and health. This policy / regulation is agreed, controlled and implemented by all students.

C. *Principles of Child Friendly Schools*

The formation and development of the child friendly schools(SRA)[2].

Non-discrimination, namely guaranteeing the opportunity for every child to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion, and parental background;

1. The best interest for children is to always be the main consideration in all decisions and actions taken by managers and providers of education related to students;
2. Life, survival and development, namely creating an environment that respects the dignity of children and ensures the holistic and integrated development of every child;
3. Respect for the views of children which includes respect for the right of children to express their views in all matters that affect children in the school environment;
4. Good management, namely ensuring transparency, accountability, participation, information disclosure, and rule of law in the education unit.

D. *Convention on the Rights of the Child*

Republic of Indonesia Law on the Convention on the Rights of the Child (CRC) Number 10 of 2012 (Optional Protocol to the Convention on the Rights of the Child Regarding the Sale of Children, Child Prostitution, and Child Pornography) to realize one of the objectives of the Government of the State of Indonesia which is to provide protection and welfare for children , every child has the right to survival, growth and development and is entitled to protection from violence and discrimination[12].

Based on the structure, this Convention is divided into 4 parts namely: Preamble (preamble) which contains the context of the Convention on the Rights of the Child, Part One (Articles 1-4) which regulates the rights for all children, Part Two (Articles 42-45) which regulates the issue of monitoring and the implementation of the Convention on the Rights of the Child, and Part Three (Articles 46-54) which regulates the issue of the implementation of the Convention.

III. METHOD

The research approach used in this study is qualitative with a phenomenological design. In phenomenology, researchers try to find visible phenomena, events that are based on understanding the subject from the researcher's own perspective and related to theoretical issues. Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects. With a qualitative approach as an approach to this research is because researchers see the nature of the problem under study can develop naturally according to the conditions and situations in the field[4].

IV. RESEARCH RESULT

A. Context: situations or backgrounds that affect indirectly in planning child-friendly school programs, Prevent violence against children and other school members, prevent children from getting hurt due to food poisoning and an unhealthy environment, prevent accidents in schools caused by infrastructure or natural disasters, preventing children from becoming smokers and drug users, creating better, more friendly and better quality relationships between school members, facilitating monitoring of children's conditions while children are in school, facilitating achieving educational goals, creating a green and orderly environment, special characteristics of children becoming more comfortable at school.

B. Inputs: The quality of inputs that can support the achievement of child-friendly school programs, determining facilities and infrastructure is carried out so that the needs of facilities and infrastructure can be met effectively and efficiently. The deputy headmaster in the field of facilities and infrastructure checks and records the needs of facilities and infrastructure whatever is needed by schools to make complete facilities and students more comfortable studying at school.

C. Process: The implementation of the program in the form of various activities, approaches, and methods that support the success of child-friendly school programs, teachers, staff, security guards approach through daily communication, often chatting, reprimanding, behaving politely and all students get the same rights in activities school.

D. Product: The results achieved in implementing child-friendly school programs, attitudes / behavior of students towards teachers, security guards, staff, and peers show the principle of child-friendly schools, students are always greeting and shaking hands with teachers, and are polite.

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