Problematics of Implementing Child-Friendly School Programs in Preschool Institutions

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ABSTRAK. *Penelitian ini bertujuan untuk menganalisis problematika implementasi progam sekolah ramah anak di lembaga pendidikan anak usia dini. Penelitian ini menggunakan pendekatan kualitatif, dilaksanakan di lima Raudhatul Athfal di Kota Pekanbaru. Informan utama penelitian ini terdiri dari lima kepala Raudhatul Athfal ditambah dengan informan pendukung dari pejabat Kementerian Agama dan Dinas Pemberdayaan Perempuan dan Perlindungan Anak Kota Pekanbaru. Data dikumpulkan melalaui wawancara mendalam dan observasi. Teknik analisis data dilakukan dengan analisis kualitatif 4 tahapan: pengumpulan data, reduksi, analisis data dan kesimpulan. Hasil penelitian ini menunjukkan bahwa implementasi program sekolah ramah anak di lembaga pendidikan anak usia dini masih banyak ditemukan problematika, yaitu: 1) Dukungan pemerintah yang belum maksimal dan kebijakan yang tidak merata. 2) Kurangnya sosialisasi dan bimbingan. 3) Kurangnya pemahaman guru dan tenaga kependidikan tentang konsep sekolah ramah anak. 4) Kekurangan Dana, 5) Kurangnya komitmen dari pimpinan lembaga. 6) Infrastruktur yang tidak mendukung. 7) sumber daya manusia yang sering mutasi, 8). Kurang kerjasama dan partisipasi orang tua dan masyarakat. Adanya kendala-kendala yang ditemui, dapat diatasi dengan beberapa best practice, yaitu: 1) Komitmen dan membuat kebijakan tertulis. 2) Berpikiran positif untuk selalu melakukan inovasi untuk kemajuan lembaga. 3) Sikap proaktif dan jemput bola ke dinas terkait. 4) Berupaya memenuhi fasilitas secara bertahap sesuai dengan kemampuan secara berkesinambungan.*

Kata Kunci : *Implementasi, Sekolah Ramah Anak, Lembaga pendidikan anak usia dini.*

ABSTRACT. *This study aims to analyze the problems of implementing child-friendly school programs in pendidikan anak usia dini institutions. This study uses a qualitative approach, conducted in five Raudhatul Athfal in Pekanbaru City. The main informants of this study consisted of five heads of Raudhatul Athfal and supporting informants from officials of the Ministry of Religion and the Pekanbaru City Women's Empowerment and Child Protection Service. Data were collected through in-depth interviews and observations. Data analysis techniques were carried out with 4-stage qualitative analysis: collection, reduction, data analysis and conclusions. The results of this study indicate that the implementation of the child-friendly school program in pendidikan anak usia dini institutions still has many problems, namely: 1) Government support that is not yet optimal and uneven policies. 2) Lack of socialization and guidance. 3) Lack of understanding of teachers and education personnel about the concept of Child friendly School. 4) Lack of funds, 5) Lack of commitment from the leadership of the institution. 6) Unsupportive infrastructure. 7) Frequently transferred human resources, 8). Lack of cooperation and participation of parents and the community. The obstacles encountered can be overcome with several best practices, namely: 1) Commitment and making written policies. 2) Thinking positively to always innovate for the progress of the institution. 3) Proactive attitude and take the initiative to the relevant agencies. 4) Trying to fulfill facilities gradually according to ability continuously*

Keyword : *Implementation, Child-Friendly Schools, Early Childhood Education Institutions.*

INTRODUCTION

Child Friendly Schools are one of the government programs that focus on making educational units a conducive, safe and comfortable place for children. (Makwarela et al., 2017; Juknis Child Friendly School, 2021). Child-Friendly Schools have a high awareness of fulfilling children's rights in various aspects in a programmed, responsible manner and free of discrimination (Fitriani & Istaryatiningtias, 2020), as stated in Law No. 23 article 4 of 2002 concerning child protection (Slam, 2020); (Liestyasari et al., 2023). Child-friendly education is anti-difference, children are protected, creates a healthy environment, as well as involvement of parents and the community, without any coercion or pressure on children (Marita S. Magat, 2021). In the 2021 child friendly school Technical Guidelines, it is emphasized that child friendly schools must be able to ensure the development of interests and talents which in turn prepare children to create a life of tolerance, mutual respect and cooperation for the spirit of peace. (Kementerian PPPA, 2021).

In general, the learning process at early childhood education institutions has demonstrated child-friendly learning. Teachers are affectionate and gentle towards children (Bachtiar, 2020). However, in several cases, there is still violence in educational institutions including early childhood education institutions carried out by individual teachers against children. (Qulyubi et al., 2023); (Violeta & Lessy, 2024). Data from the Ministry of Women's Empowerment and Child Protection shows that the high rate of violence against children in period I (January-April 2024) was 6,114 cases of violence that occurred throughout Indonesia. 516 cases of violence occurred at school (New.bsi.ac.id, 30 April 2024). Several cases of violence that occurred include an incident at an early childhood education institution in Makassar, where a child experienced a dislocation of the shoulder blade as a result of being pulled strongly by a teacher (Kompas.com, 27 Juli 2023). In Depok City, it was proven that the caretaker of one of the daycares abused a 4 years old child and was sentenced to 1 year and 6 months in prison (Tempo.co.id, 24 November 2024). Likewise, in Pekanbaru, Riau, there was abuse of children in daycare institutions by their caregivers (Kompas.com, 11 Agustus 2024).

The high number of cases of violence against children in schools shows that child-friendly school programs have not reached all educational institutions, especially early childhood education institutions. In fact, the child-friendly school program has been rolled out since 2015 by the Ministry of Women's Empowerment and Child Protection involving 13 ministries including the Ministry of National Education and the Ministry of Religion. Especially when viewed in terms of learning facilities and play environments for children which do not fully provide comfort and safety for children (Listiawati et al., 2022). This condition indicates that there are problems and obstacles in implementing child-friendly school programs, especially in early childhood education institutions.

Studies on the implementation of Child-Friendly Education Units have been carried out by previous researchers, including: Marita S. Magat (2021) discusses how the government responds to the implementation of child-friendly schools. Siti Supeni highlighted the need for child-friendly schools in implementing character education based on local culture (Supeni et al., 2022). Lestariningrum proves that through community service activities, it creates child-friendly schools through the implementation of parental parenting (Lestariningrum et al., 2022). Likewise, Erdianti et al explained that child-friendly schools are a solution to acts of violence in schools (Erdianti & Al-Fatih, 2020). Bambang Saptono, quantitative research surveying the

implementation of child-friendly school policies (Saptono, 2022); (Hajaroh et al., 2020);. Ris Fatma Pratiwi researched the implementation of child-friendly programs at Krebet 1 Sregen School through the habit of several positive activities (Fatma Pratiwi, 2022).

Regarding child friendly schools in early childhood education, Agustin examined the readiness of early childhood education units in Sukasari District to become child friendly education units (Agustin et al., 2018). Bachtiar's research uses research & development methods in order to implement child-friendly learning in one of Bulukumba's early childhood education (Bachtiar, 2020). Riswani et al's research links child-friendly schools with gender mainstreaming in madrasas and early childhood education institutions (Riswani et al., 2019). Fatma Cobanoglu' which tested learning at the kindergarten level based on child-friendly schools (Cobanoglu & Sevim, 2019). Ruth Sriana Umbase links child friendly schools with local Minahasa culture (Umbase & Wua, 2020). The point is, child-friendly educational units will create a conducive and enjoyable learning atmosphere for students.

The majority of previous researchers' studies discussed how schools try to implement child-friendly school programs and the level of fulfillment of child-friendly school indicators. This only touches on a few educational units as case studies. There have been no previous studies specifically discussing the problems of implementing child-friendly school programs, especially as child-friendly studies in early childhood education institutions are still relatively minimal. The aim of this research is to explore the problems experienced by early childhood education institutions in implementing child-friendly school programs.

METHOD

This research uses a qualitative descriptive method. This research was carried out in five Raudhatul Athfal Pekanbaru City, namely: 1) Dewi Anggrek's Kindergarten, 2) Azalia's Kindergarten 3) Ridho Ilahi's Kindergarten, 4) al-Hidayah's Kindergarten and 5) Al-Mahyra's Kindergarten. The five heads of Raudhatul Athfal were the main informants for the research. The data was strengthened by supporting informants from the Women's Empowerment and Child Protection Service and the Ministry of Religion of Pekanbaru City as the organizer and person in charge of early childhood educational institutions. Data collection techniques were carried out through observation and in-depth interviews. The collected data was analyzed through qualitative descriptive with four stages, data collection, data reduction, data presentation and conclusions (Miles, 2014). To test the validity of the data, this is done through triangulation techniques, namely checking the credibility of the data by checking the validity of data from several different sources (Creswell, 2014) ; (Sugiyono, 2020).

RESULTS AND DISCUSSION
CHILD FRIENDLY SCHOOL Concept

The child friendly school policy (child friendly school) is the impact of the Child Friendly City policy which was promoted by the government through the Ministry of Women's Empowerment and Child Protection. Child-friendly education is education that pays attention to children's rights, is anti-discriminatory, protects children, creates a healthy environment, and includes participation from parents and the community, without any coercion or pressure on children (Jackson et al., 2009). Child-friendly education in early childhood education institutions is a pattern of education that views children as sentient subjects, having the right to expression,

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the right to joy, play, democracy and interaction (Violeta & Lessy, 2024). Child-friendly education will produce children who are enthusiastic, enthusiastic and happy in taking part in class lessons, without feeling burdened and learning becomes something scary (Sunardianta et al., 2024). In this way, children gain knowledge with joy. This is in line with Kristanto's opinion, which says that child-friendly schools are open-minded, a learning process that takes into account the psychological development of students and runs naturally (Kristanto et al., 2012); (Farikah, 2019).

Based on the 2019 Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia and the child friendly school guidelines issued by the Deputy for Child Development and Development of the Ministry of Child Empowerment and Protection, it is stated that the stages in implementing the child friendly school policy begin with preparation/planning, formation and development. At the preparation/planning stage, there are several things that must be done, namely: 1) socialization regarding the fulfillment of children's rights and protection, 2) preparing child-friendly school policies in each educational unit, 3) carrying out child consultations, and 4) forming a team implementer of child friendly schools. (kemen ppa ri, 2019). the stage of establishing a child friendly school is carried out through 5 stages: 1) socialization of child friendly schools, 2) request to become a child friendly school, 3) determination of a decree (sk) for child friendly schools, 4) declaration of child friendly schools, and 5) installation child friendly school signboard. next, the stage of developing child friendly schools by local governments is through the stages: 1) advocacy, 2) training or technical guidance, 3) facilitation, namely encouraging educational units to fulfill the components of child friendly schools correctly through funding (Kemen PPPA RI, 2021).

Achieving the establishment and development of child friendly schools is based on the fulfillment of six components of child friendly schools, namely: 1) child friendly school policy documents, 2) educators and educational staff who are trained in child rights, 3) implementation of child friendly learning processes, 4) facilities and child-friendly infrastructure, 5) child participation and 6) participation of parents, alumni, community organizations and the business world. The achievement of the formation and development of child friendly schools is carried out continuously, divided into 5 stages with clear indicators at each stage. (Kemen PPPA RI. 2021;(Fitriani et al., 2021). The next stages of child friendly schools are monitoring, evaluation and reporting. Monitoring can be carried out internally by preparing monitoring instruments with the help of a companion. Internal monitoring is carried out twice a year. The second way, with external monitoring involving the KLA Cluster 4 Task Force and related agencies (Kemen PPPA RI, 2021); (Hajaroh et al., 2021).

The technical guidelines for implementing child-friendly schools, updated in 2021, simplify the steps into 2, namely the formation stage and the development stage. the term t3mu meschool child friendly or tiga mu" (willing, able, and advanced) towards a child friendly education unit, has become the slogan for the stages of child friendly schools. the mau stages are directed towards the process of "establishing child friendly schools". able and advanced stages for the "child friendly school development" process (Kemen PPPA RI, 2021) (Bakhtiar, Nurhasanah, Afrida, 2024)

Problems with EARLY CHILDHOOD EDUCATION INSTITUTIONS in Realizing Child Friendly Schools

Based on observations and interviews with 5 RA heads who were used as research samples, the problems of implementing child-friendly school programs in early childhood education institutions can be formulated as follows:

1. Government support is not optimal and policies are uneven.

    Since 2015, the child friendly schools program has been rolled out by the government through the Ministry of Women's Empowerment and Child Protection (PPPA) which involves the Ministry of Education and Culture, the Ministry of Religion (Kemenag), the Ministry of Health, and other institutions (Fadhila & Totok Suyanto, 2019). Government policies that are top-down, but not accompanied by massive programs and clear funding, have resulted in child-friendly school programs not reaching all educational units, let alone early childhood education institutions. this was confirmed by an official from the ministry of religion, riau regional office, who stated that the child friendly school program was never included in the Ministry of Religion program, so it could not be budgeted for (wawancara tanggal 24 Oktober 2024).

2. Lack of socialization and guidance

    Socialization of the child-friendly school program is one of the planning stages of implementing this program. This is an effort to introduce the concept of child-friendly schools. Socialization is not only carried out within the school, but also to the surrounding community (Fadhila & Totok Suyanto, 2019).

3. Lack of socialization is the result of not yet optimal government support and policies.

    The availability of funds related to child friendly schools is only in the ministry of pppa and even then it is not able to reach all educational units. the results of interviews with all ra heads said that they had never received socialization and guidance about child-friendly schools organized by the ministry of p3a or the ministry of religion.

    "thankfully, uin suska riau through community service activities carries out socialization and training on children's rights conventions, so that we have insight into child friendly schools and are very motivated to create child friendly schools in our schools. previously we never knew at all. "we are very grateful for this opportunity," said one of the heads.

    Raudhatul Athfal. Limited funds and professional staff to reach all schools are obstacles felt by the Pekanbaru City PPPA Ministry.

    "There are thousands of schools, it is impossible for us to reach all of them to provide training. Of course it is given gradually. Available funds are also very limited." (Interview with Pekanbaru City PPPA Ministry Official on September 30 2024).

    Socialization is urgent in the sustainability of a program. Through outreach, it is hoped that early childhood education institutions will have knowledge and understanding of children's rights, knowledge of preventing and handling violence against children both at home, in the community and in the school environment, as well as an understanding of steps to develop schools with child-friendly educational services (Riswani et al., 2023).

4. Lack of understanding of teachers and education personnel regarding the concept of child friendly schools. as a result of the lack of socialization and guidance given to teachers and education staff, this has resulted in a lack of understanding by teachers and education staff regarding the concept of child friendly schools. This can influence them in implementing

children at school. For example, there are still teachers who are violent, speak harshly, threaten children and so on.

5. Lack of Funds

    The budget shortfall is the impact of policies that have not been optimal for child friendly schools. funds are important in implementing the child friendly school program, but can be adjusted to the capabilities of the early childhood education institution. the majority of early childhood education institutions that are self-financing still have difficulties in fulfilling child-friendly school indicators, especially those related to infrastructure. de, one of the ra heads said that, "let alone meeting the child friendly school indicators, even for monthly operations we still have to work hard. we really hope for attention from the government." one source of funds that can be used in implementing child friendly schools is School Operational Assistance funds (Rangkuti & Maksum, 2019), because the government has not provided special funds for Child-Friendly Schools.

6. Lack of commitment from institutional leadership

    Raudhatul Athfal institutions are 100% private, their sustainability is largely determined by the commitment of the foundation leadership, including the implementation of child friendly schools. for leaders who are committed to the child friendly school concept, they will try to implement the child friendly school concept, albeit in stages according to ability. Apart from foundation leaders, school principals as educational leaders have a huge influence in leading and organizing a school so that the role of the principal can determine the success of a school and is able to create a comfortable educational organizational climate for students as well as teachers and staff within the school Infrastruktur yang tidak mendukung

    Several early childhood education institutions in indonesia still experience inadequate infrastructure problems. availability of facilities such as inadequate and unclean toilets, unsafe playgrounds, uncomfortable classroom facilities and so on. facilities and a supportive environment are things that need attention from all parties, especially for early childhood education institutions. the play environment plays an important role in developing aspects of children's development to the maximum (Hartinah et al., 2020). In advanced schools, safe and comfortable facilities have become a priority. In the Australian Vertical School, for example, building 24 walking tours that are safe for children, and free access to the outdoors as a place to develop creativity for children (Aminpour, 2023). Amna Saleem added that in the education system it is very important to pay attention to the environment around students such as classrooms, chair arrangements and learning facilities (Saleem et al., 2020).

5. Teachers who frequently transfer

    The occurrence of teacher transfers is an obstacle in implementing the child friendly school concept. teachers who have been given training and insight into the concept of child friendly schools and are close to children, then move to another place. Teacher transfers are inevitable for various reasons. There are those who get married and join their husband, because they are sick or get another, more promising job.

6. Lack of cooperation and participation from teachers, parents and the community

    Collaboration and participation of all parties, especially teachers, parents and the surrounding community, is important in realizing a child-friendly school (Noor, 2023). For this reason, the Kindergarten Head must be able to synergize all Kindergarten components if he wants to create a child friendly school. The role of the school committee as a mediator

between parents and the school is crucial in supporting the implementation of child-friendly schools (Fitriani, 2020).

Efforts of early childhood education institutions in Creating Child-Friendly Schools

To create a child-friendly school, what needs to be emphasized is, do what you can and don't wait for everything to be ready before starting. Based on an interview with one of the Heads of RA in the city of Pekanbaru who is trying to bring his school to the standard of child friendly schools regarding the efforts that ra can make in realizing child friendly Schools, namely:

1. Commitment and creating written policies

    The Head of Kindergarten together with all related parties must have a commitment to creating a child-friendly school so that it can prevent violence against children, can create good, close and quality relationships with RA and children will also get used to positive things. A written commitment in the form of an integrity pact is also needed as a commitment from all parties to prevent acts of violence and abuse against children. In order to realize this component, in institutions with early childhood education units, it is necessary to form a team consisting of educators, students and education staff. next, the team created policies and prohibitions on acts of violence and harassment and their implementation in the early childhood education environment. The policies made are socialized and campaigned as a form of awareness to all components of society in madrasas.

    Implementation of child-friendly schools can be done by starting from a positive attitude and friendly treatment towards children from all elements of early childhood education. This positive attitude can be carried out by giving children opportunities without violence and pressure, the learning process is child friendly, educators and education staff are trained regarding children's rights, children participate and have SOPs for complaints for children who are experiencing violence or crime. This is strongly supported by the commitment of the school community with the availability of adequate infrastructure, other supporting activities for children and the participation of parents who take part in it (Ratna & Supriadi Torro, 2019).

2. Have positive thinking to always innovate for the progress of early childhood education institutions

    Quality education is education that is capable of carrying out the process of maturating the quality of students which is developed by freeing students from ignorance, incompetence, helplessness, untruth, dishonesty, and from bad morals and faith. Quality education is born from a good planning system with materials and a good governance system and delivered by good teachers with quality educational components (Dedi Mulyasana, 2011).

3. Proactive attitude and take the ball to the relevant department.

    RA heads are required to be proactive in establishing networks with related agencies. The involvement of related agencies is largely determined by the RA head's ability to communicate so that assistance by professional staff to the RA in creating a Child-Friendly School is very necessary.

4. Try to fulfill the facilities in stages according to the capabilities of existing funds

    Child-Friendly School facilities and infrastructure must meet the aspects of safety, health, comfort, convenience, security and complete facilities that support these aspects. Safety such as safe building conditions, safe electrical installations, and so on. The comfort of the study room is also included in the comfort aspect, a room with conditions appropriate to the

number of students, temperature, air, adequate lighting so that it is a comfortable place to study.

5. Done on an ongoing basis.

The child friendly school policy was created by involving the participation of various elements in society such as parents, the business world, community institutions, alumni and other stakeholders in order to provide input and positive involvement in the implementation of child friendly schools. Parties such as parents can be invited to collaborate in implementing sustainable Child-Friendly School programs throughout the family environment. Parties such as the business world can be used as relationship partners to carry out various activities such as acting as sponsors and the like. Community institutions also need to work together to find out about the implementation of child friendly schools. These external parties can also help implement and monitor various policies related to child-friendly schools, including providing constructive suggestions and recommendations.

CONCLUSION

The implementation of child-friendly school programs in early childhood education institutions still finds many problems, namely: 1) government support is not optimal and policies are uneven. 2) lack of socialization and guidance. 3) lack of understanding of teachers and education personnel regarding the concept of child friendly schools. 4) Lack of Funds, 5) Lack of commitment from institutional leadership. 6) Unsupported infrastructure. 7) HR that frequently mutates, 8). Lack of cooperation and participation from parents and the community. The obstacles encountered can be overcome with several best practices, namely: 1) Commitment and creating written policies. 2) Positive thinking to always innovate for the betterment of the institution. 3) Proactive attitude and take the ball to the relevant department. 4) Strive to fulfill facilities in stages according to capabilities on an ongoing basis.

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