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THE EVALUATION OF CHILDREN FRIENDLY SCHOOL'S PROGRAMS TOWARDS BANJARMASIN AS A CHILD FRIENDLY CITY

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ABSTRACT

Background: Children Friendly Schools (CFS) are a dream for every student and parent, because in school students will get academic learning with a feeling of fun and calm.
Aim: This study aims to evaluate the real conditions of primary schools in the city of Banjarmasin in the perspective of Child Friendly Schools and recommendations regarding the prototype of standard instruments and constructive criteria to measure the feasibility of schools as Child Friendly Schools with the standards set.
Method: The research method uses R&D techniques with stages: needs analysis, instrument prototype development, trials for construct validation and dissemination using 31 Elementary Schools in Banjarmasin City. The instrument of data collection uses a structured questionnaire.
Findings: The results of the study show that the measuring instruments for achieving Children Friendly schools include 6 (six) components, namely (1) CFS policy, (2) implementation of the learning process, (3) Trained Educators and Education Personnel on Child Rights, (4) Infrastructure, (5) children's participation, (6) participation of parents, community institutions, business world, other stakeholders. There were 15 schools (48.39%) which were still below the average score and 16 schools (51.61%) were above the average score. The highest achievement level is the Learning Process Implementation Component (93.3%) and the lowest achievement is the Child Participation Component (56.68%). Schools have not been able to optimize the role of key targets to increase children's participation in planning, policy, learning, supervision and complaints mechanisms related to the fulfillment of children's rights and protection in education.

KEYWORDS
evaluation, children friendly school, character

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the necessary skills for themselves, society, nation and state (Ichsan, 2021; Kurniawan, 2015). Education does not only produce experts but also someone with good ethics and behavior, can place themselves in society, nation and state in accordance with prevailing norms and rules (Yoder & Denhardt, 2019).

School is an educational institution that has a main focus on intellectual and moral development for its students (Fakhruddin, 2014; Maksymchuk et al., 2018). Therefore, the implementation of education is expected to be an idealism for students to be more able to develop intellectual acumen and self-integrity as a person who has a strong character (Sari et

al., 2020). In this day and age, the development of education in the school environment is fulfilled by various characteristics that are able to cause a sense of comfort for students (Lian et al., 2018). These characteristics include Children Friendly Schools (CFS), integrated schools, international schools, character schools, nature schools, multiple intellegence schools, and so on. The purpose of using the school's special characteristic slogan is to spur the school to be better.

Children Friendly Schools (SRA, *Sekolah Ramah Anak*) are a dream for every student and parent because in these schools, students get academic learning with a feeling of joy and calm (Kristanto et al., 2012). Parents will feel calm if their children go to school that provides learning that is in accordance with the children's development (Birhan et al., 2021; Timmons et al., 2021).

The basic principles of CFS were developed from the United Nations Convention on the Rights of the Child (CRC). This principle was developed as a guide for school and classroom management to ensure all children have the right to access quality primary education. The CFS model was developed by UNICEF as an effort to develop quality education for all children taking into account the three most basic rights of the child: provision, protection and participation (Dost, 2021).

SRA was born also inseparable from the existence of a program to develop a Child-Worthy City because in a Child Worthy City, one of which is through the existence of CFS. CFS is one of the important indicators of the evaluation of Child Worthy Cities. The CFS program is expected to fulfill, guarantee and protect children's rights, as well as ensure that the education unit is able to develop children's interests, talents and abilities and prepare children to be responsible for a tolerant, respectful, and cooperative life for progress and the spirit of peace (Chairiyah et al., 2021). The education unit is expected to not only give birth to an intellectually intelligent generation, but also to give birth to an emotionally and spiritually intelligent generation.

The existence of CFS is expected to play a significant role in growth and development, and the formation of children's personality character from an early age. This is in line with the Long-Term National Education Development Plan (RPPNJP) 2005-2025 which states that the vision for 2025 is to produce Smart and Competitive Indonesian People (*Insan Kamil*). The meaning of intelligent Indonesians is a comprehensively intelligent person, namely spiritually intelligent, emotionally intelligent, socially intelligent, intellectually intelligent, and kinesthetically intelligent (Ridwan, 2016).

The establishment of Banjarmasin as a Child Worthy City in the Primary category since 2017 has implications for the need to fulfill children's rights, one of which is through the implementation of CFS. Especially with the condition of the continued increase in various acts of violence against children in Banjarmasin City, the acceleration of the development of CFS according to the standards set by the government is an important issue that must be followed up by the Banjarmasin City government. Based on a report from the Integrated Service Center for Women and Children Empowerment (P2TP2A) of Banjarmasin City, the trend of increasing cases of violence against women and children in 2016, recorded only 35 cases actually increased in 2017 as many as 37 complaints. Of the 37 complaints that entered, there were several types of violence that occurred such as sexual violence, psychic violence, physical

violence and other violence such as falsification of children's identities in human trafficking (Husaini, 2018).

The compilation of data from the Women's Empowerment and Child Protection Service (DPPPA) of South Kalimantan Province and the UPPA of the Kalimantan Sel atan Provincial Police shows that violence against children in South Kalimantan in 2017 tended to increase. By the middle of this year, the figure had reached 115 cases. If detailed, violence against children, more in the form of sexual abuse with 78 cases, followed by physical violence 21 cases. While psychic violence is nine cases and neglect there are five cases (Achmad, 2017).

The desire to make the school a safe, comfortable, clean, healthy, friendly and pleasant place, as a form of manifestation of SRA, has actually been widely carried out by various parties. Some programs from school-based ministries/institutions as well as innovative programs from the school itself to help make this happen include the Adiwiyata School program (Ministry of Environment in collaboration with the Ministry of Education), Disaster Safe Schools/Madrasahs (BNPB), Inclusive Schools (Kemendikbud), Safe Schools (Kemendikbud), Anti-Violence Schools (Kemendikbud), Healthy Clean Elementary Schools (Kemendikbud), Inclusive Environment Learning Meetings (LIRP)-UNESCO, Children Friendly School (CSF) – UNICEF, Healthy Schools (MoH), Warung Honesty (KPK), Narcotics-Free Schools (BNN), and various other programs. These programs are further expected as part of efforts to realize Children Friendly Schools (Kemendikbud, 2016).

Several studies related to Children Friendly Schools and their development models have been carried out a lot. Various models that have successfully helped the implementation of Children Friendly Schools include focusing on learning program models in developing the students character and school management, parents and communities, as well as factors of classroom arrangement and a healthy environment (Elias et al., 2003; Kristanto et al., 2012). The results of the KPPPA Study (2017) stated that more than 94% of students stated that teachers and the school environment were pleasant. In addition, 94% of students stated that their school is an SRA with factors such as the environment, the role of teachers, the development of educational programs with character and the fulfillment of supporting facilities in schools as support in the success of the CFS program. The development of CFS in Banjarmasin City that meets the standards set by the government needs to be carried out by first evaluating the condition of existing schools, both physical conditions and programs that are already running in schools. Through this evaluation, it is hoped that real conditions and various factors can be analyzed that can support the development of CFS within the framework of building the character of students in Banjarmasin City.

A preliminary evaluation has been carried out regarding the condition of the school according to the CFS standard which refers to the Guidelines for the Stages of CFS Development prepared by the Ministry of Education and Culture carried out by the Banjarmasin City Education Office and obtained information, that the low level of readability and understanding of respondents from schools sampled the instruments used. It is necessary to develop and compile an SRA instrument that is easier to understand and has a good level of readability for the schools to be evaluated. The instrument formulation made adopts the official guidelines of the Ministry of Education and Culture which are adjusted to the characteristics of the respondents, namely schools in Banjarmasin. This is done so that the results of the

evaluation carried out can provide a more comprehensive picture of the real condition of schools in Banjamasin City that can meet CFS standards.

Based on the above presentation, this study wants to develop an SRA measuring instrument that is read and understood by respondents in schools, and examines the condition of the SRA implementation profile in Banjarmasin according to local CFS standards.

METHOD

This research is a development research. In the early stages of the research focused on efforts to design CFS instruments through the development of instrument prototypes tailored to the local needs of Banjarmasin City. The research activity begins with an analysis of needs, namely the need for measurements about CFS criteria that meet the standards that have been set according to part of the Child Worthy City requirements. The CFS criteria were initially measured by standard instruments according to existing guidelines. The guidelines used refer to the Guidelines for the Stages of CFS Development prepared by the Ministry of Education and Culture (2016) in the Guidelines for Children Friendly Schools in Elementary Schools.

The components of the CFS assessment are measured referring to CFS policies, the implementation of the CFS teaching and learning process, educators and trained education personnel on children's rights, CFS facilities and infrastructure, child participation, and the participation of parents, community institutions, the business world and the industrial world, as well as other stakeholders.

From the initial instrument, construct validation trials were then carried out to measure the efficiency, effectiveness, and literacy of users according to local conditions. The development of instrument prototypes is carried out through several stages. The first phase was carried out through focus group discussions (FGD) with several principals/teachers from schools who had become pilots for the implementation of CFS and who had not yet become pilot schools. Several school representatives were invited to break down each statement item in the initial instrument into two statements that were deemed to have readability for instrument users to measure the CFS criteria. The results of the FGD were then continued with the preparation of priorities, namely the determination of items that are suitable to be used as instrument items to measure CFS criteria.

The results of the preparation of instruments from the first FGD became prototypes of the SRA instrument, which were further tested in a larger number of school samples. The second phase of the FGD involved 31 representatives from elementary schools in Banjarmasin City. This second phase of the FGD was carried out to see the level of readability and understanding related to the prototype of the CFS assessment instrument compiled from the results of FGD phase 1. The results of the second phase of the FGD were compiled into a prototype of an SRA measurement instrument that was considered feasible and in accordance with user needs, namely at the elementary school level in Banjarmasin City.

The instrument prototype, which has been developed after the second phase of FGD, is used as a prototype of a standard instrument or that meets the criteria for a Children Friendly School construct that is effective, efficient, and literacy for schools in Banjarmasin. The prototype of the instrument made after going through the second stage is continued to be dissemination to the user (in this case the Banjarmasin City Education Office). Dissemination of results includes evaluation monitoring activities, mapping the condition of elementary

schools in Banjarmasin City referring to the CFS criteria. The mapping results will be useful, especially in the preparation of bensmarking and formulation of CFS policies at the elementary school level in Banjarmasin City.

RESULTS AND DISCUSSION

Children Friendly School (CFS) Concept

The concept of Children Friendly Schools developed by the government is basically flexible, which means it really depends on the conditions of each implementing school. However, the concept of CFS is directed at the development of safe, clean and healthy elementary schools, caring and environmentally cultured, able to guarantee, fulfill, respect the rights of children and protection of children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education.

The concept of CFS developed by the Ministry of Education and Culture generally refers to 6 (six) important components, namely CFS Policy, Implementation of a Children Friendly Learning Process, Educators and Education Personnel Trained on Children's Rights; 4) CFS Facilities and Infrastructure; 5) Child Participation; and 6) Participation of Parents, Community Institutions, Businesses, Other Stakeholders, and Alumni. These six components are developed in the form of instruments with "Yes" and "No" answer choices on each question item. Based on the results of FGD phase 1, some of the problems encountered related to instruments referring to the guidelines of the Ministry of Education and Culture include:

1) The level of readability is still lacking. This is because the statements in the instrument are very diverse in format. The variety of formats includes:
   a) There are too many sub-sub-questions detailing the core questions.
   b) Inconsistencies in the structure of the statements made.
   c) Some statements are still ambiguous because too many items that should be separated in a new statement are actually combined in one statement.
2) There are still no details regarding the position of the statement items whether they are statements that are included in the planning, implementation, or evaluation stages.

These details are needed in order to determine at what level the implementation of CFS in schools is, whether it is only at the planning, implementation, or evaluation level.

These findings indicate that in general the SRA instrument has met the concept of CFS which is divided into the 6 (six) components previously mentioned. However, it still needs simplification in the linguistic structure and level position of the statement given whether it is only at the initial stage or has touched the final stage of the implementation of a program. Based on the phase 1 FGD and inputs from respondent school representatives, a prototype of the instrument will be compiled that will be re-tested in FGD Phase 2.

Prototype of Children Friendly School Instruments

The development of the prototype of the FGD phase 1 instrument was retested using a larger number of respondents, namely 31 elementary school representatives. The results of FGD Phase 2 show that the instrument has begun to be understood. However, there are still some problems found related to the level of understanding of respondents to the prototype of

the instrument made, including: 1) There are still statement items that require specific explanation, especially in component 3 (educators and education personnel) and component 4 (CFS facilities and infrastructure). 2) The elaboration of the criteria into 5 stages has been made, namely Commitment, Regulations, Program Realization, Monitoring and Evaluation, and Reference. This description has been made but the position of achievement in the statement items according to the stages made is still uneven on the items of the statement items. There are some items that only ask for achievement at certain stages and components. While the assumptions used to obtain SRA profile information, all statement items must be presented with a complete selection of stages in order to clearly identify at which stage the achievement level of the items asked in the instrument is. In more detail, the prototype of the instrument that has gone through several FGDs and discussions with interested parties can be seen in appendix 2.

Profile Description of SRA Implementation in Banjarmasin

To measure the level of achievement of each school referring to the CFS criteria, data from the results of the FGD Phase 2 instrument are used. The prototype of the second-stage instrument consists of 161 statement items detailed above:

1) Component 1: SRA policy, consisting of 46 statement items;
2) Component 2: Implementation of a Children Friendly Learning Process consisting of 26 items statement;
3) Component 3: Educators and Education Personnel, consisting of 16 statement items;
4) Component 4: SRA Facilities and Infrastructure, consisting of 41 statement items;
5) Component 5: Child Participation, consisting of 7 statement items; and
6) Component 6: Parental Participation, Community Institutions, Business, Stakeholders Other Interests, and Alumni, consists of 25 statement items.

In general, the profile of achievement of CFS criteria at the elementary school level presented refers to the results of the recapitulation of instrument scores in FGD Phase 2. The level of achievement of each Primary School in general can be seen in the following chart:

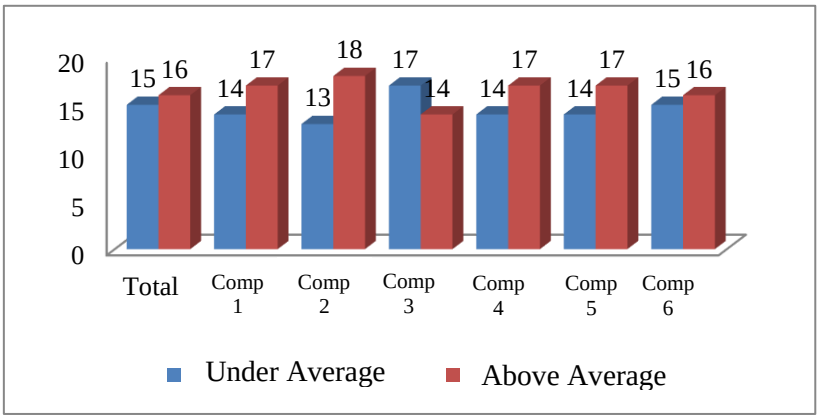

Figure 1. Achievement of CFS at the Elementary School Level in Banjarmasin in 2018
Source: Processed from Research Results

Overall, the average CFS standard fulfillment rate reached 71.91%. From this data, there are 15 (48.39%) schools that are still below the average score and 16 (51.61%) schools that are

above the average score. The highest level of achievement is Component 2, namely the Implementation of the Learning Process (93.3%) and the lowest achievement is Component 5, namely Child Participation (56.68%). In component 1, namely the CFS Policy, the average achievement rate is 72.16%. Of this average, there were 14 schools (45.16%) whose achievements were below average and as many as 17 schools (54.84%) whose achievements were above average. In component 2, namely the Implementation of a Children Friendly Learning Process, the average achievement rate is 93.3%. Of this average, there were 13 schools (41.94%) whose achievements were below average and as many as 18 schools (58.06%) whose achievements were above average. In component 3, namely Educators and Trained Education Personnel on Children's Rights, the average achievement rate is 89.11%. Of these averages, there were 17 schools (54.84%) whose achievements were below average and as many as 14 schools (45.16%) whose achievements were above average. In component 4, namely CFS Facilities and Infrastructure, the average achievement rate is 75.53%. Of this average, there were 14 schools (45.16%) whose achievements were below average and as many as 17 schools (54.84%) whose achievements were above average.

In component 5, namely Child Participation, the average achievement rate is 56.68%. Of this average, there were 14 schools (45.16%) whose achievements were below average and as many as 17 schools (54.84%) whose achievements were above average.

In component 6, namely Participation of Parents, Community Institutions, The Business World, Other Stakeholders, and Alumni, the average achievement rate was 67.35%. From this data, there are 15 (48.39%) schools that are still below the average score and 16 (51.61%) schools that are above the average score.

This finding shows that there are two components that need more in-depth attention related to the implementation of CFS, especially at the elementary school level, namely Component 5, namely Child Participation and Component 6, namely Parental Participation, Community Institutions, the Business World, Other Stakeholders, and Alumni. This indication shows a temporary allegation that schools have not been able to optimize the role of key targets, namely children as learners. In fact, the purpose of CFS is to increase children's participation in this case students, especially in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education. Similarly, the involvement of third parties from various elements outside the school, needs to be encouraged by intense communication by the school. This is because they also play a key role in various forms of roles both directly and indirectly related to the creation of a school climate that will support the development of CFS to the fullest in accordance with the targets set by the government.

CONCLUSION

The development of CFS instruments carried out from needs analysis, concept development, and reordering to meet adaptive standards with schools has been obtained from the SRA concept and instruments whose contents include 6 (six) components and 5 (five) stages of achievement levels. The development of the implementative Children Friendly School concept in Banjarmasin City still refers to 6 main components, namely 1) CFS Policy; 2) Implementation of a Children Friendly Learning Process; 3) Educators and Education Personnel Trained on Children's Rights; 4) CFS Facilities and Infrastructure; 5) Child

Participation; and 6) Participation of Parents, Community Institutions, Businesses, Other Stakeholders, and Alumni. The Children Friendly School Instrument whose construct is effective, efficient, and literacy for schools in Banjarmasin was developed referring to 6 (six) main components and is further elaborated in several stages, namely Commitment Stage, Regulation Stage, Program Realization Stage, Evaluation Monitoring Stage, and Stage as Reference.

The implementation of CFS at the elementary school level in Banjarmasin City in general has reached 71.91%. The components whose achievements have been above average are the components of the CFS Policy, the Implementation of a Children Friendly Learning Process, Educators and Trained Education Personnel on Children's Rights, and CFS Facilities and Infrastructure. Meanwhile, the components whose achievements are still below average are Child Participation and Parental Participation, Community Institutions, the Business World, Other Stakeholders, and Alumni.

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