
Child-Friendly School Policy in the Perspective of Islamic Education Teachers in Indonesia

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Abstract:

Along with some violations of children's rights in the education unit, the policy of child-friendly schools is a new paradigm for the development of children's rights-based education units. This study aims to identify the perceptions of Islamic education teachers in the education unit towards child-friendly school policies. This study employed a qualitative approach. The study involved the Islamic education teachers in 3 (three) provinces: DKI Jakarta, West Java and Banten, from August to December 2021. The respondents were the Islamic education teachers of elementary, junior high and high school levels. There were 120 Islamic education teachers. This study took the sample randomly. Moreover, the data were collected through virtual interviews through the zoom platform, distributing questionnaires via google forms and document studies. Then, the data were analyzed descriptively. This study shows that 85% of Islamic education teachers positively view the quality of child-friendly school policies. Furthermore, 72% of teachers view that the content of child-friendly school policies can be extinguished, then 75% of teachers argue that child-friendly school policies are relevant to the need for improving the education service system, then 86% of teachers see that child-friendly school policies have benefits for school culture improvement. Then, 87% of teachers view that it will positively impact the comfort of school personnel.

Keywords: *Islamic education teachers, Indonesia, child-friendly school policy*

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INTRODUCTION

Children are a mandate and gift from Allah SWT, who has an inherent dignity as a whole human being. Children are buds, potentials, and the younger generation who succeeds the ideals of the nation's struggle has a strategic role and special characteristics that ensure the continuity of the existence of the nation and state in the future. Every child born has brought good potential, and all stakeholders of child protection obligations, both the state, government, local government, community, schools, parents and families, must ensure it.

By regulation, Indonesia is a country that has a significant commitment to child protection. It has been proven in the 1945 Constitution and some regulations related to child protection, including Law Number 20 of 2003 concerning the National Education System issued by the Government of Republic of Indonesia and the issuance of Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 concerning Prevention and Overcoming of Violence in Education Units. In this regulation, the spirit of child protection in educational services is very colorful.

Nevertheless, violations of children's rights still occur in various patterns and forms. On a macro level, acts of violence no longer use conventional patterns but have shifted to cyber-based violence patterns and are even vulnerable to threatening the safety of school-age children. The educational environment is not entirely safe for students. Violence against students, teachers against students, students against teachers, alumni against classmates still occurs at some points in the education unit.

As a response to the trend of violence in education units, the Government has issued a Ministerial Regulation for Women's Empowerment and Child Protection of the Republic of Indonesia Number 08 of 2014 concerning Child-Friendly School Policies. This friendly school policy is intended as a reference for stakeholders, including children, in developing child-friendly schools to realize one of the indicators for child-friendly districts/cities. The ministerial regulation emphasizes that it needs 3 (three) stages to develop child-friendly schools: preparation, planning, and development.

Child-friendly school indicators developed to measure the achievement of child-friendly schools include; 6 (six) essential components: aspects of policy, curriculum, learning process, trained educators and education personnel on child rights, child-friendly facilities and infrastructure, child participation and participation of parents, community institutions and the business world, alumni and other stakeholders.

In this case, child-friendly schools ensure the quality of educational services and guaranteeing child protection is a significant concern. It is what makes child-friendly madrasas find their momentum amid widespread problems with education services, both in terms of learning, the availability of human resources, disciplinary patterns and other forms that are not yet friendly to all children with various conditions.

Schooling is one of the most common ways to prepare children for their future (Godfrey et al., 2012). The school's position is strategic to prepare the future golden generation, so every school must develop a friendly system for all children. The school environment is a determining factor for the growth and development of students. The study found that physical, academic and social dimensions affect students' comfort in the school environment (Tapia-Fonllem et al., 2020).

Given that the school environment is decisive for a child's development, Law 35 of 2014 concerning Child Protection expressly gives special attention. Article 54 of the law states that children within and within the education unit are required to receive protection from acts of physical, psychological, sexual violence, and other crimes committed by educators, educational staff, fellow students, and/or other parties (2) The protection as referred to in paragraph (1) is carried out by educators, education staff, government officials, and/or the public.

The regulatory mandate is in line with Nyberg et al. (2021) view that abuse of children can have severe negative physical, psychological, behavioural, social and economic impacts in the long term. In addition, the lack of teacher innovation in managing classrooms is prone to negative impacts on children's social behaviour (Obaki, 2017). On the other hand, a comfortable environment with innovative teachers, warm study partners and zero violence can stimulate optimal growth and development of children at various levels of the education unit. Thus, the emergence of a child-friendly school policy is an exciting policy amid the emergence of child abuse cases, including cases in the school environment.

Some researchers have carried out research on child-friendly schools, including; Wuryandani et al. (2018) Implementation of the fulfilment of children's rights through child-friendly schools. This research focuses on developing child-friendly schools at SD Muhammadiyah Sapen Yogyakarta. Furthermore, the research of Arwildayanto (2020) on the Implementation of Child-Friendly School Programs at the High School Level. This study focuses on examining the implementation of child-friendly school policies at SMA 1 Telaga Biru.

In addition, research was conducted by Indraswati et al. (2020) on the Implementation of Child and Family Friendly Schools.

This study focuses on examining the implementation of child-friendly schools at SDN 2 Hegarsari, SDN Kaligintung, and SDSN 1 Sangkawana. Although this study is related to child-friendly schools, it focuses on different studies. This study focuses on the views of Islamic education teachers in 3 (three) provinces: DKI Jakarta, West Java and Banten, on the applicable child-friendly school policies. This research was conducted based on the following considerations; First, in society, Islamic education teachers are seen as educational figures for children at school and as community figures and someone who asked to. So the views held by Islamic education teachers over time will also affect the views of the community; Second, Islamic education teachers in DKI Jakarta, West Java and Banten are geographically close to the center for formulating government policies nationally, so to measure the acceptability of these policies, it is essential to explore the views of Islamic religion teachers in the three provinces. Third, the policy of child-friendly schools has been going on for 7 (seven) years, so it requires the views of Islamic education teachers as one of the policies implementing groups. It covers the policy's quality, content, relevance, benefits, and effect.

METHOD

This study employed qualitative methods. It involved Islamic education teachers in 3 (three) provinces: DKI Jakarta, West Java and Banten, from August to December 2021. The respondents in this study were 120 Islamic education teachers of elementary, junior high and high school levels.

This study used random sampling. The data collection techniques engaged virtual interviews using the zoom platform and distributing questionnaires via google forms and document studies. Then, researchers conducted interviews with Islamic education teachers regarding the contents of child-friendly school policies. The questionnaire contains vital questions to find out the views of Islamic education teachers on child-friendly school policies. Furthermore, the researcher conducted a document study to explore the source of the policy, the time of issuance of the policy and the content of the child-friendly school policy. The analysis used descriptive analysis methods to describe or analyze a research result. Still, it was not used to make broader conclusions (Sugiyono, 2017). The data, then, was presented in a graph and described narratively.

RESULT AND DISCUSSION

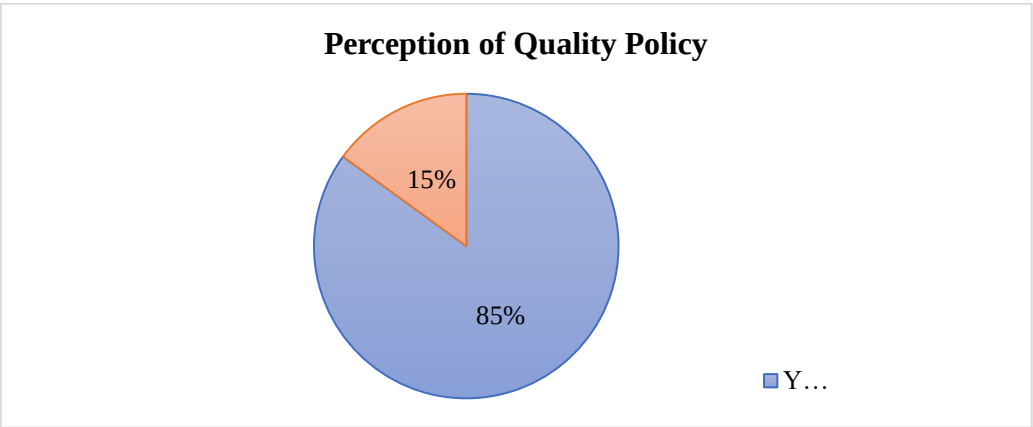
Based on the results of interviews with Islamic education teachers, they generally understand the contents of the Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014 concerning Child-Friendly School Policies, both related to understanding the principles of child-friendly

schools, indicators of child-friendly schools and stages of the process of developing child-friendly schools. Although not all teachers understand perfectly, they have generally understood the content well.

Meanwhile, the results of the documentation study show that the Regulation of the Minister of Women’s Empowerment and Child Protection Number 8 of 2014 concerning Child-Friendly School Policies was stipulated on October 17, 2014, promulgated on November 3, 2014, and recorded in the State Gazette of the Republic of Indonesia of 2014 Number 1761. The Ministerial Regulation contains nine articles and is accompanied by an appendix containing the background, children’s education rights, aims and objectives, legal basis, understanding, principles of child-friendly schools and stages of child-friendly schools, indicators for child-friendly schools, verification list of friendly school indicators and monitoring, evaluation and reporting.

Meanwhile, based on the results of distributing questionnaires to respondents of Islamic religion teachers in 3 (three) provinces: DKI Jakarta, West Java and Banten, the following data were obtained:

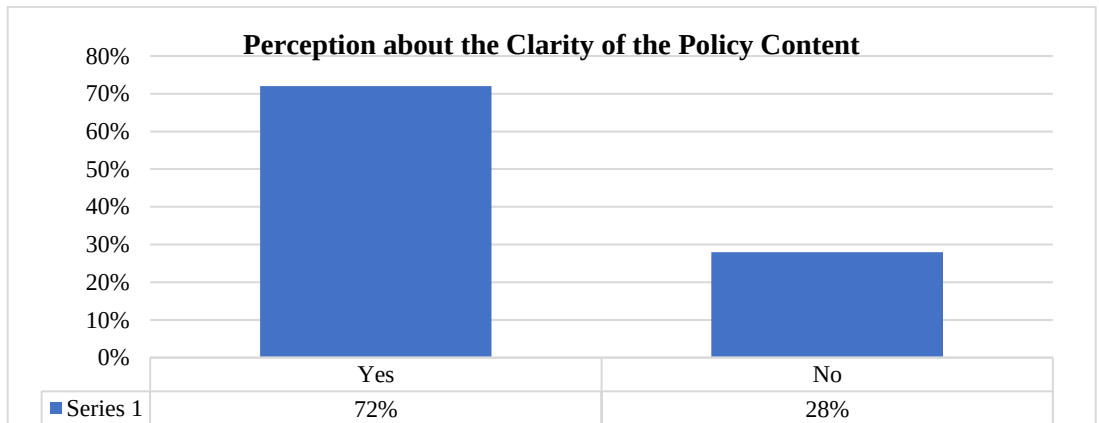
Chart 1. Perception of Quality Policy



Source: Susanto, 2022

Based on Chart 1, Perceptions of Islamic education teachers regarding the quality of child-friendly school policies, 85% said "yes". In comparison, 15% of Islamic teachers in 3 (three) provinces said "no". The portrait shows that Islamic education teachers positively view the issuance of child-friendly school policies currently being implemented in Indonesia.

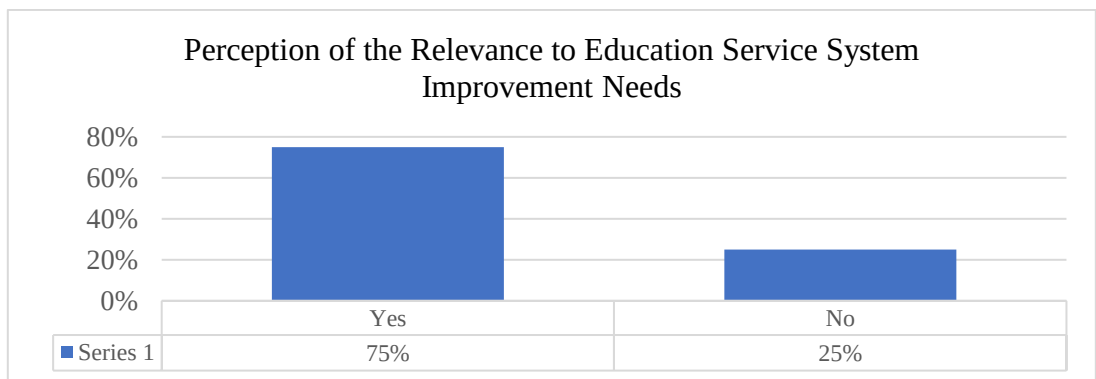
Chart 2. Perception about the Clarity of the Policy Content



Source: Susanto, 2022

Based on the chart above, the perception of Islamic education teachers in 3 (three) Provinces regarding the clarity of the content of child-friendly school policies stated 72% "yes". In contrast, 28% said "no". These results indicate that Islamic education teachers generally see government policies related to child-friendly schools as being clearly understood to be applied in education units.

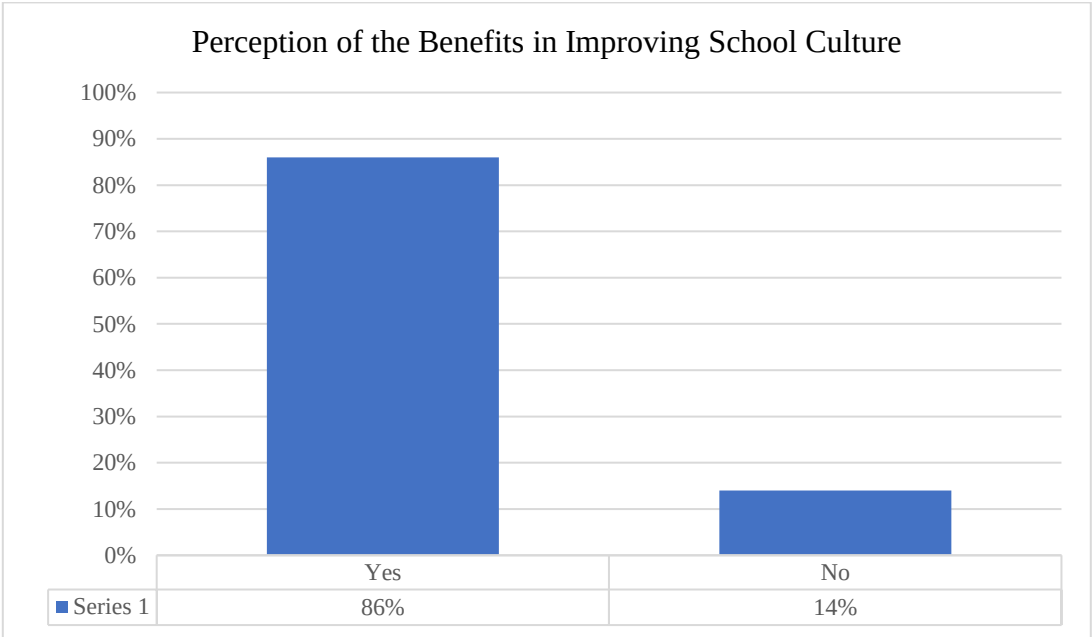
Chart 3. Perception of the Relevance to Education Service System Improvement Needs



Source: Susanto, 2022

Based on the chart above, the perception of Islamic education teachers regarding the relevance of child-friendly school policies to the need for improvement of the education service system was found that 75% of Islamic teachers said ‘yes’. In comparison, 25% said ‘no’. Although 25% of Islamic education teachers answered that they were not related, with the answer of "yes", 75% of the respondents indicated that most Islamic religion teachers had a positive view of the issuance of child-friendly school policies currently implemented by the government.

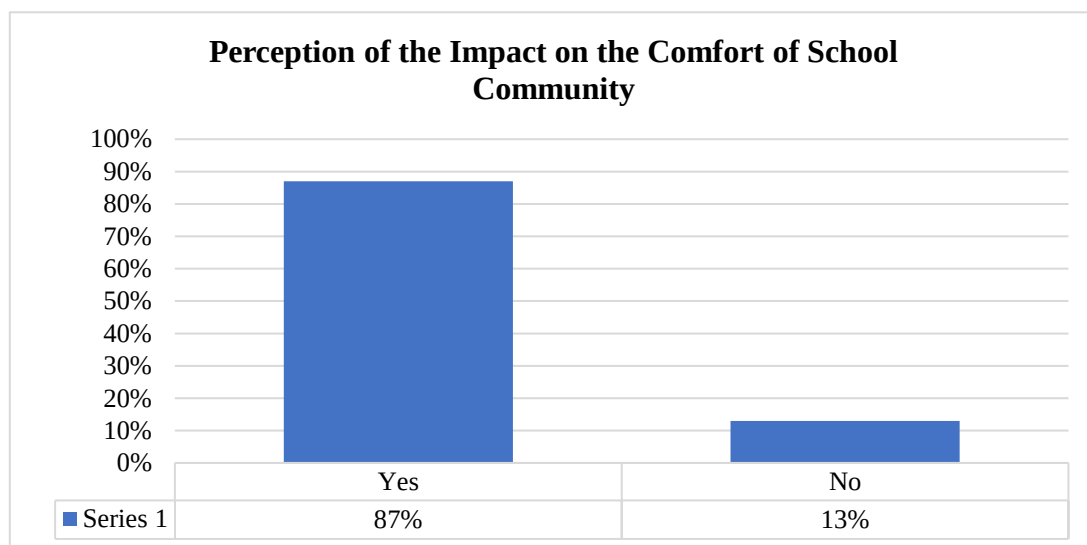
Chart 4. Perception of the Benefits in Improving School Culture



Source: Susanto, 2022

Based on chart 4, it was found that 86% of Islamic education teachers perceive that the issuance of child-friendly school policies has benefits for improving culture in schools. In contrast, only 14% stated "no". The data referred to illustrate the optimism of Islamic education teachers. Given that 86% of teachers positively perceive the issuance of child-friendly school policies.

Chart 5. Perception of the Impact on the Comfort of School Community



Source: Susanto, 2022

Based on the chart above, it is found that there are 87% of Islamic education teachers think that the issuance of child-friendly school policies will have a positive impact on the comfort of the member of the school. However, there are still 13% of Islamic education teachers who state that the issuance of child-friendly school policies will not impact the comfort of the school community. The existence of 75% of Islamic education teachers who have a positive view shows a good acceptance of Islamic religion teachers in 3 (three) provinces towards child-friendly school policies.

Discussion

Child-friendly school as a formal education unit organizes general education with the peculiarities of the Islamic religion capable of fulfilling rights and special protection for children. It includes a complaint mechanism for handling cases in madrasah education units (Child-Friendly School Guidelines, 2020). This friendly school policy has been regulated in the Minister of Women's Empowerment and Child Protection Number 8 of 2014.

The policy also states that to ensure child-friendly education, services must be based on the four principles of the Convention on the Rights of the Child (CRC). They are non-discrimination, the child's best interests, the right to life, survival and development, and respect the child's views.

First, it is non-discrimination. It means that the provision of children's education is free from discrimination in any form, regardless of ethnicity, religion, gender, economy, family, language and birth, as well as the position of the child in family status.

The second is the best interests of the child. It means that all policies and actions concerning children by the education unit refer to the phase of child development and child needs.

Third, it is the right to life, survival and development. It means that those are the most basic human rights for children that must be protected by the state, government, community, family and parents. In this case, the education unit attaches an obligation to be fulfilled.

Fourth, respect children's views. It means that it should respect children's rights to participate and express their opinions in decision-making, primarily when matters affect their lives. The principle of respect for children's opinions needs to be realized in the education unit, including compiling school rules, discipline, preparing facilities and infrastructure, etc.

Referring to the norms in question, the researchers found some positive points related to Islamic education teachers' perception of child-friendly school policies. There were 85% Islamic education teachers have a positive view of the quality of child-friendly school policies. Regarding the clarity of content of child-friendly school policies, 72% of teachers can understand clearly. Meanwhile, from the aspect of policy relevance to the need for improvement of the education service system, it was found that 75% said 'yes', and 86% of Islamic education teachers were of the view that the issuance of child-friendly school policies had benefits for improving culture in schools and 87% of Islamic teachers were of the view that the publication of Child-friendly school policies will have a positive impact on the comfort of the member of the school.

Perception is derived from the Latin word *perceptio, percipio*, which means "to receive, collect, act". According to Cahen & Tacca (2013), perception is the input received by the mind. Other experts state that perception is how people see things, especially senses. In addition, perception is an idea, belief, or image that people have due to seeing or understanding (Hornby, 2021). According to Schmitz et al. (2009), perception is the process of selecting, organizing, and interpreting information. While in philosophy, psychology, and cognitive science, perception is the process of achieving awareness or understanding of sensory information. From the process side, perception consists of three stages: selection, organization, and interpretation (Qiong, 2017).

Thus, perception is selecting, organizing and interpreting something done by someone. People may perceive objects, humans, animals or other objects, including policies related to friendly schools. Every perception does not arise from a vacuum. Social environmental factors, education, and past experiences often affect perceptions of a person towards the perceived object.

According Hanurawan, (2010), the main factors influencing perception formation are the perceiver, the situation, and the target object. As one of the professional groups of educators, Islamic education teachers have a strategic role. Their role as educators for students and Islamic education teachers is often a valuable reference for the community. They answer people's questions, conduct dialogue and other vital roles in society. Thus, when Islamic education teachers positively perceive child-friendly school policies, they will become strategic partners in encouraging achieving child-friendly schools in Indonesia.

Regarding policy relevance to the need for improving the education service system, child-friendly school policies help improve education services, especially with the development. Education is a significant factor in sustainable economic, social, and humanitarian development globally. Consequently, improvements to the education service system need to be carried out in line with global demands and the times because education is a fundamental element to prepare competitive, skilled and competent human resources in technology (Siahaan et al., 2019).

On the other hand, the issuance of child-friendly school policies improves school culture. 86% of Islamic education teachers positively view the issuance of this policy. A great system will foster a good culture, and a good culture will affect the positive development of children. It is in line with Confeld (2016) said that a positive school culture will foster comfort from an accommodative, motivated and challenging attitude for students.

In addition, 87% of teachers believe that the issuance of a child-friendly school policy will positively impact the comfort of the school community. Students' comfort as learning subjects at school is influenced by the ecosystem that develops in schools. In this case, educators play an essential role in integrating child-friendly values in learning activities to build students' social and emotional skills (Rusmayadi, 2019). The role of the school environment and culture affects students' emotional and social skills at school.

The positive perception of Islamic education teachers towards the issuance of child-friendly school policies is relevant to the research results of Suharjuddin & Markum (2021) that schools that implement child-friendly school model policies can carry out learning positively and provide adequate infrastructure. It can support the school ecosystem well. However, a child-friendly school policy requires support from internal management, teachers, and parents. If school stakeholders do not

support the policy of child-friendly schools, it can affect the quality of achievement.

The research results by Saptono (2022) found that implementing child-friendly school policies in elementary schools is not optimal. Students do not get the direct impact of the implementation of child-friendly schools. It is found that students get some problems during the teaching-learning at school. It involves the aspect of safety, bullies, violation, and dropout rate.

CONCLUSION

Based on the findings, it can be concluded that Islamic education teachers' perception of the quality of child-friendly school policies was found to be 85% of Islamic education teachers have a favorable view. Regarding clarity of content of child-friendly school policies, 72% of teachers clearly understand. Meanwhile, from the aspect of policy relevance to the need for improvement of the education service system, it was found that 75% said 'yes', and 86% of Islamic education teachers were of the view that the issuance of child-friendly school policies had benefits for improving culture in schools and 87% of Islamic teachers were of the view that the publication of Child-friendly school policies will have a positive impact on the comfort of school personnel.

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