

EVALUATION OF CHILD-FRIENDLY SCHOOL PROGRAMS AT SDN 2 TABONGO, GORONTALO REGENCY

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Abstract: Schools have an obligation to protect and fulfill children's rights. Physical violence and harassment of one's rights in educational institutions is behavior that goes beyond the limits of the code of ethics and rules. Observing this, the child-friendly school program at SDN 2 Tabongo is deemed necessary to be studied more deeply through research, including: the achievement of program planning, the success of program implementation, as well as the results of monitoring and evaluation of the program. This evaluation research uses a goal attainment model. Data collection techniques used interviews, questionnaires, observation and document studies. The research data analysis was carried out qualitatively, including: data reduction, data display, and conclusion. Based on the results of the study, the achievement of child-friendly school program planning is reflected in the indicators of preparing and providing legislation where the percentage of achievement is 92%, in the very good category. The success of the implementation of the child-friendly school program reached 85%, in the good category. This is reflected in several indicators: child-friendly school policies, implementation of learning, availability of school facilities and infrastructure, children's participation, participation of educators and education personnel trained in child rights conventions, participation of school committees, and participation of parents in schools. Furthermore, the results of monitoring and evaluation of the child-friendly school program are reflected in the indicators of monitoring and evaluation and the follow-up to the evaluation results, where the achievement is 84% in the good category. These results indicate that most of the indicators for implementing the child-friendly school program are well fulfilled.

Keywords: Child-friendly school, Goal attainment

Introduction

Physical violence and harassment of one's rights in educational institutions is behavior that goes beyond the limits of the code of ethics and rules. If violent behavior exceeds the authority of the institution, the teacher's code of ethics and school regulations, then the violence can lead to violations of human rights, and even criminal acts. Teachers who punish students resulting in physical injury or teachers abuse students for reasons of grades, including human rights violations and including criminal acts. The task of a teacher is not only to teach subjects but also to educate children and give full rights to children, but in reality there are still many teachers who give physical punishment to students without paying attention to the physical and psychological risks to students. Educational institutions do not only function as places to learn and transfer knowledge to get grades or pass, while the essence of education itself is to humanize humans.

The purpose of education is to educate and improve children's lives so that they become human beings who are faithful, pious, responsible, have noble character, are happy and prosperous in accordance with human rights. For this reason, it is important for schools to prioritize an education system that is oriented to the best interests of children, one of which is by creating child-friendly schools (Kurniyawan et al, 2020: 192). Çobanoğlu et al (2018: 467) state that the first principle named as inclusiveness deals with the issue that schools are suitable for every single child based on human rights. Schools are supposed to accept the students applying to them; however, they also have to consider the others who need education. Additionally, the schools are responsible for the acceptance and attendance of all students. Schools include all children: They do not exclude, discriminate or stereotype, and provide an accessible and free education, especially for families and children at risk, respect the differences, and guarantee a learning environment for every child (e.g., girls, working children, children of ethnic minorities, children affected by disease, children with disabilities, and victims of violence). Schools as one of the formal educational institutions have the obligation to carry out the protection and fulfillment of children's rights which initially referred to the Decree of the President of the Republic of Indonesia Number 36 of 1990 concerning the ratification of the convention on the rights of the child.

SDN 2 Tabongo is one of the primary schools in Gorontalo Regency that implemented a child-friendly school program starting in 2013. The principle of a child-friendly school is to make the interests and needs of students the main consideration in determining every decision and action taken by education managers and providers. Child-friendly schools, in essence, the school provides all children's rights in full, as well as classroom and school management. This is in line with the opinion of Wahdah and Mujiwati (2020: 144) that schools that implement child-friendly school programs are schools that seek to create school members who care about the environment, while at the same time realizing human resources with character and responsiveness to social, economic and cultural developments, and also seeks to guarantee the protection and fulfillment of children's rights in all aspects of life in a planned and responsible manner.

Education units in implementing child-friendly schools need good management or management to achieve the desired goals. Child-friendly school management is a series of processes for planning, organizing, implementing, and supervising school operations that are safe, comfortable, healthy, free from acts of violence and discrimination, free to express opinions, and participate in making decisions in accordance with their capacity to achieve educational goals effectively. and efficient. Child-friendly schools are one of the policies carried out by educational institutions in Indonesia as a prevention effort in overcoming various problems that violate children's rights, especially when children are in school. With this management process, it is hoped that the implementation of child-friendly schools can run well. The potential use of resources allows the implementation of maximum child-friendly school programs.

The growth in the number of Child-Friendly Schools in Indonesia has not yet been able to solve the acts of violence that we often encounter in several educational institutions, both in schools. The implementation of Child-Friendly Schools has also been evaluated related to how the program is implemented in schools. So far, many of the evaluations are quantitative in nature and not many have evaluated the implementation of child-friendly school programs qualitatively. The qualitative approach to the implementation of the program aims to see more deeply how the program is implemented, whether it is in accordance with the principles in the child-friendly school model (Jumari & Suwandi, 2020: 324). The CFS model that focuses on its characteristics and six essential components, namely pedagogy, health, gender sensitivity, community participation, inclusiveness, and protection developed by UNICEF, needs to be examined more holistically, especially in elementary school settings (Fitriani et al, 2021: 274).

The Ministry of Women's Empowerment and Child Protection (2014: 13-14) explains that education units in implementing child-friendly schools must carry out stages which include: preparation, planning, implementation, and monitoring, evaluation, and reporting. Its implementation is regulated in Law of the Republic of Indonesia Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning child protection, as well as Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning child-friendly school policies.

Schools as implementing agents of the educational process must have a friendly culture in carrying out their functions to achieve educational goals. Various news of violence in schools often occur to students, ranging from elementary school to high school levels. Violence is carried out by students to students, students to teachers, teachers to students and parents to teachers (Yosada & Kurniati, 2019: 147). Referring to the results of research from the Indonesian Child Protection Commission shows that up to this moment schools have not been able to become a friendly place for children (students). Even though it is referred to as an educational institution, violence is often born from this place. This is certainly very counterproductive to the meaning of the school itself, namely as a place for learning, not a place for violence. Schools are supposed to be such fun places for children, because in this educational institution, children will be taught to know each other, love one another, not to be hostile or oppress each other (Yulianto, 2016: 139). Observing this, the child-friendly school program at SDN 2 Tabongo needs to be evaluated to determine the success of the program.

Evaluation must be carried out continuously and continuously in accordance with learning objectives to be achieved on an ongoing basis (Siregar, 2017: 274). Evaluation is a systematic system to determine the level of success and efficiency of a program. Evaluation in the education system is one of the most important activities carried out regularly at certain periods (Suryani, 2017: 143). To find out the success of the child-friendly school program, it is necessary to have a good evaluation, namely by adhering to the principles of objective, cooperative, integral, and continuous. Evaluation of child-friendly school programs can research or find the needs of each individual that is assessed and used to improve programs that can meet the needs of each individual. Evaluation of child-friendly school programs is a process to obtain information about the achievements of the program to be compared with the established program outcomes criteria. If the real results match the set results, then the child-friendly school program can be said to be effective. On the other hand, if the

actual results do not match the criteria for the success of the program, it is said to be less effective. Referring to this, one of the relevant evaluation models used is the goal attainment evaluation model.

The goal attainment evaluation model is a simple evaluation model, also known as a traditional evaluation model where the evaluation emphasis is only on the outcome aspect, making the evaluation easy to understand, follow and implement (Siregar, 2017: 276). Ananda and Rafida (2017: 38) state that this evaluation model is an evaluation that is based on consistency between goals, activities and final results. This evaluation model is known as a goal attainment model in which general goals are operationally described in specific terms in the form of measurable behavior. The developer of this evaluation model was Ralph Tyler in 1949. The goal attainment evaluation model from Tyler emphasizes the importance of achieving goals at the end of the program where goals must be formulated specifically and can be measured. The next step is to design the program, implement, and measure the results of the program. Measurements are carried out to determine the extent to which program objectives can be achieved. Regarding the child-friendly school program at SDN 2 Tabongo, it is deemed necessary to study more deeply using this goal attainment evaluation model.

Method

This study aims to determine: (1) the achievement of child-friendly school program planning, (2) the successful implementation of child-friendly school programs, and (3) the results of monitoring and evaluation of child-friendly school programs at SDN 2 Tabongo, Gorontalo Regency. This research is an evaluation research using the goal attainment model. Sources of data in this study were principals, teachers, school committees, parents and students. Data collection techniques in the study used interviews, questionnaires, observation and document studies. Analysis of research data was carried out qualitatively, which was carried out interactively and took place continuously until it was complete, so that the data was saturated. Data analysis activities include: data reduction, data display, and conclusion drawing/verification.

Discussion

Achievement of child-friendly school program planning

Planning is a sequential cognitive representation of goal-directed action. Planning for a child-friendly school program consists of two activities, namely: (a) preparing, and (b) providing laws and regulations and operational guidelines. The results of data analysis for planning child-friendly school programs are presented in table 1 below.

Table1

Summary of the results of data analysis of child-friendly school program planning					
No.	Program success indicators	Ideal score	Achievements		
			Skor	%	Category
1	Making preparations	24	23	96	Excellent
2	Provide legislation, consultation and socialization	24	21	88	Good
Average		24	22	92	Excellent

Source: Processed primary data (2021)

According to the data in table 1, the achievement for planning child-friendly school programs is 92%, in the very good category. These results illustrate that program policy planning is very representative. Overall, the achievement of the planning component of the child-friendly school program in the very good category shows that all the planning indicators studied are well met at SDN 2 Tabongo. The achievement of children's school program planning cannot be separated from the school's organizational structure where all organizational elements, both principals, teachers, and all school stakeholders can carry out their duties properly. The organizational structure applied to the children's school program is an organizational structure in the implementation of education in schools so that each element can understand their respective duties and roles.

Planning for child-friendly school programs begins with a meeting between the principal and committees and staff related to child-friendly school programs. The meeting discussed planning and evaluating child-friendly school programs. Next, the school submits a portfolio to related parties, then the submitted portfolio is checked and visits to schools from related parties are carried out. The relevant parties determine the eligibility of the school. After that, the principal and the school committee formed a team to develop a child-friendly school program. There is also student involvement in the development team. The development team prepares an annual plan that is integrated with the policy of child-friendly school programs, school health, and disaster-safe schools.

Program planning also examines the emergence of problems regarding children's rights that are increasingly troubling and need to be resolved, so that the preparation or planning of child-friendly schools is expected to be a solution to problems regarding the fulfillment of children's rights, especially in the school environment. The plans that have been prepared are then outlined in alternative policies in which there are guidelines for developing programs, and child protection and education activities aimed at child-friendly schools. Alternative policies in the form of programs are then reviewed to see the benefits when they are implemented. The proposed child-friendly school program is not taken for granted according to the existing formula, but needs to be supported by various relevant parties.

Planning programs that are jointly prepared and involve all members of the education unit (students, educators and education staff) certainly provide legislation and operational guidelines. SDN 2 Tabongo in formulating a program of child-friendly school activities has regulations and guidelines as a basis for carrying out activities. The findings indicate the availability of laws and regulations and operational guidelines for child-friendly school programs that are very adequate.

The successful implementation of the child-friendly school program

The implementation of child-friendly school programs is reviewed through several activities, namely: (a) child-friendly school policies, (b) implementation of learning, (c) providing health programs and facilities in schools, (d) safe, comfortable, healthy, and safe environment and infrastructure, clean, and accessible that meets the SNI for construction and building, (e) children's participation, (f) educators and education personnel trained in the Convention on the Rights of the Child, and (g) community and business participation. The implementation of the child-friendly school program is presented in table 2 below.

Table2
Summary of the results of data analysis of components of the implementation of child-friendly school programs

No	Indikator keberhasilan program	Ideal score	Achivements		
			Score	%	Category
1	Child-friendly school policies	40	33	80	Good
2	Implementation of learning	45	40	88	Good
3	Availability of facilities and infrastructure	29	27	94	Excellent
4	Educators and education personnel trained in the Convention on the Rights of the Child	30	24	83	Good
5	Children (students) participation	31	27	88	Good
6	School committee participation	13	10	81	Good
7	Parents participation	24	20	83	Excellent
	Rata-rata	30	26	85	Good

Source: Processed primary data (2021)

Based on the results of data processing in table 1, it can be seen that the overall component of the implementation of the child-friendly school program at SDN 2 Tabongo reaches 85%, in the good category. Child-friendly school policy (SRA) is realized through an anti-violence policy. The anti-violence policy at SDN 2 Tabongo has been implemented properly through: (1) the prohibition of acts of violence and discrimination between students, (2) the prohibition of acts of violence and discrimination between educators and education personnel with students, (3) the prohibition of punishment physical (e.g. hitting, slapping with hands/whips/sticks/belts/shoes/wooden blocks, kicking, throwing students, clawing, pinching, biting, pulling hair, pulling ears, forcing students to stay in uncomfortable and hot positions) , (4) the prohibition of forms of punishment that demean students dignity (for example insulting, belittling, mocking, and hurting students' feelings and self-esteem).

The implementation of a child-friendly learning process at SDN 2 Tabongo is not gender biased. Teachers as agents of change are very decisive for the creation of gender equality in education through a gender-sensitive learning process. The implementation of child-friendly schools in the learning process is manifested by training on children's rights, disaster risk reduction, handling emergency conditions, and presenting material from education practitioners for all important elements in schools such as principals, teachers, librarian, school guards, cleaning staff, school committee, extracurricular activities supervisor, parents/guardians. The implementation of learning at SDN 2 Tabongo refers to the 2013 curriculum, and in its implementation it is integrated with environmental education or adiwiyata, character education, and health education or learning based on information and communication technology, and family education programs (school friends of family). The learning process is designed with fun activities with a gentle attitude, providing motivation, avoiding negative preconceptions, getting closer to religion and developing learning that

facilitates the diversity of students' characters and potentials. The learning model applied is adapted to learning needs by realizing good and fun learning activities, meeting the needs of affection and health of students (using markers as an effort to avoid the use of chalk which can interfere with breathing, because dust from chalk grains can harm children's respiratory health). The learning process at SDN 2 Tabongo also guarantees every child to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion, and parental background.

The implementation of the child-friendly school program at SDN 2 Tabongo cannot be separated from the requirements for the availability of adequate health programs and facilities in schools. There are efforts to create a safe, comfortable and healthy environment where students are invited to collect inorganic waste that can be processed, such as drink bottles, paper, and others. The sorted waste is recorded in a waste savings book so that the school environment looks healthy, clean and accessible. The condition of the toilet is clean, the floor is not slippery, has good lighting and ventilation and other complementary facilities such as a hygiene kit. Security requirements are also seen from the existence of a building structure that does not have a sharp and rough structure. The achievement achieved by SDN 2 Tabongo for the actions taken is as the winner of the Adiwiyata school award, because it has several programs that are a follow-up to the preparation of school program plans for a period of four years from 2014 to 2018.

The implementation of the child-friendly school program is also supported by the participation of students through several activities. Students participate in making work plans or programs at school. Education staff educators and school committees provide opportunities to channel their aspirations. This can be seen from the suggestion box service and idea sharing activities based on student findings from environmental mapping activities. Students are also always active in providing an assessment of the condition of the school. For example, in environmental problems, students mark places that are considered to have potential and risk. In addition, the school provides a report book for students who find items that do not belong to them, so they can easily find items that do not belong to them. Students are trained to dare to express their opinions either through formal activities, learning or at major events, as well as being trained in conveying information and introducing school activities to the surrounding community.

SDN 2 Tabongo is supported by educators and education staff who have undergraduate education qualifications (S1) with a total of 5 ASN teachers and 9 non-Asn teachers. All educators and education staff have received training on the convention on children's rights and child-friendly schools, have had the opportunity to excel, have an exemplary attitude (disciplined and honest), and respect the differences of students. The position of teachers in schools as agents of change is very decisive for the creation of gender equality in education through a gender-sensitive learning process and teachers (educators) apply ways of teaching that are fun and provide freedom of opinion and no more physical punishment given by teachers.

The involvement of the school committee is also immediately apparent in the implementation of the child-friendly school program at SDN 2 Tabongo. The school committee actively participates in coordination meetings with the child-friendly school program team, provides input regarding the preparation, implementation, and accountability of child-friendly school programs in the School Activity Plan and Budget, facilitates/mediates to parties outside the school regarding the mechanism for handling cases of violence against students and play an active role in mobilizing resources for the implementation of child-friendly school activities. There is community participation and alumni also play an active role in supporting the implementation of child-friendly school activities.

Results of monitoring and evaluation of child-friendly school programs

At this stage the indicators studied in the monitoring and evaluation of child-friendly school programs are the monitoring and evaluation itself and its follow-up. The results of the data analysis of monitoring and evaluation of child-friendly school programs are presented in table 3 below.

Table3

Summary of the results of the data analysis of the monitoring and evaluation component of the child-friendly school program

No	Program success indicators	Ideal score	Achivements		Category
			Score	%	
1	Monitoring dan evaluation	24	21	88	Good
2	Follow-up on evaluation results	24	20	83	Good
	Rata-rata	24	21	85	Good

Source: Processed primary data (2021)

Based on the data in table 3, the achievement of the implementation of monitoring and evaluation of school programs is 85%, in the good category. The results of this achievement indicate that the monitoring activities carried out are activities that really function well for the implementation and success of the program in accordance with the plan, as well as to find out the obstacles that occur and determine actions during the implementation of the child-friendly school program. The implementation of the child-friendly school program at SDN 2 Tabongo is monitored by the principal, school committee, school supervisor, and the education office. Every year a program evaluation is held, so that it can be seen which programs are not right, to finish or continue, which we will use as a benchmark for next year. The child-friendly school program is an integral part of environmental education, health education, and adiwiyata.

The evaluation conducted at SDN 2 Tabongo was not specific only to child-friendly school programs, but all programs implemented were evaluated as a whole, so that such as child-friendly school programs, Adiwiyata programs, family friend school programs and other programs were evaluated together. The inhibiting factor in implementing the child-friendly school program at SDN 2 Tabongo is financial resources. Financial resources in implementing child-friendly school programs are still not sufficient to meet the needs of children. Funds for implementing child-friendly school programs are only taken from the School Operational Assistance (BOS) whose total number is highly dependent on the number of students, while the total number of students in the 2020/2021 school year is 131 students. On the other hand, the participation of parents to support in terms of financing is not justified.

Limitations of research results

There are some limitations that are experienced and can be some of the factors that need to be paid more attention to future researchers in further refining because this research itself certainly has shortcomings that need to be improved in further research. Some of the limitations in this study include: (1) the number of respondents is only 21 people, of course it is still not enough to describe the actual situation regarding the implementation of the child-friendly school program at SDN 2 Tabongo, (2) in the data collection process, the information provided by respondents through questionnaires, document studies and questionnaires sometimes do not indicate the actual condition of the opinion, this happens because the observation technique cannot be implemented because learning activities are carried out at home when this research is carried out. This condition is sometimes different thoughts, assumptions and different understandings of each respondent, as well as other factors such as the honesty factor in filling out the respondent's opinion in the questionnaire.

Conclusion

The results of this study can be concluded that the achievement of child-friendly school program planning is well reflected through the preparation and provision of applicable laws and regulations. The achievement of child-friendly school program planning is 92%, in the good category. Planning involves all elements of the organization in a child-friendly school program. Furthermore, the overall achievement of the implementation of the child-friendly school program is also in the good category with a percentage of 85%. This is realized well through the implementation of child-friendly school policies, implementation of learning, provision of facilities and infrastructure, qualifications and roles of educators and education staff, student participation, and participation of school committees and parents of students. The results of the monitoring and evaluation of the friendly school program reached 85%, with a good category. This is reflected in the indicators studied in monitoring and evaluation activities and their follow-up. The monitoring and evaluation of the child-friendly school program is carried out in line with the monitoring and evaluation of the Adiwiyata program, the family-friendly school program and other programs.

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