Assistance for Child-Friendly Schools for Elementary School Teachers in Pekalongan Regency Through the Workshop on PSGA UIN K.H Abdurrahman Wahid

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ABSTRACT

Background. Child-friendly schools are a government program that is still being intensively carried out at schools and madrasas in Indonesia.

Purpose. The aim of the research is to provide assistance to Child Friendly Schools in solving problems related to the implementation of Child Friendly Schools in the Madrasah environment

Method. This child-friendly school mentoring method consists of four stages of activity, namely activity preparation, implementation, and activity closing. This activity lasted for two days on 5-6 June 2023 at the integrated Lecture Building of UIN K.H Abdurrahman Wahid Pekalongan. Researchers in conducting research data analysis by drawing conclusions on the mentoring activities that have been carried out.

Results. Child-friendly school assistance is a community service carried out by the Center for Gender and Child Studies at UIN K.H Abdurrahman Wahid Pekalongan in planning a child-friendly school program for Madrasah Ibtidaiyah in Pekalongan Regency. Meanwhile, this activity is useful in holding group discussion forums to deal with problems faced by today's children, providing protection and prevention against hazards that at times threaten the safety of school students. The three stages of implementing child-friendly schools in Madrasah Ibtidaiyah are planning, preparation and collaboration

Conclusion. Assistance and implementation of child-friendly schools can be effective as long as all elements, both schools, communities and universities are mutually irrational to create child-friendly schools

KEYWORDS : Assistance, Child-Friendly Schools, Madrasah Ibtidaiyah

INTRODUCTION

Currently, child-friendly schools are a government program that is still being intensively carried out at schools and madrasas in Indonesia. This program aims to create schools or madrasahs that provide a sense of security, cleanliness, health, care and a cultured environment so that they are able to guarantee, fulfill, respect children's rights and provide protection for children from various kinds of threats that can harm the child's development at any time. These hazards can arise from technological developments and the environment around children, including the school environment.

Based on data from Kominfo and CNN Indonesia, it is stated that the threat to school children is the danger posed by the development of internet technology, which from time to time has an increasingly negative impact and has a direct effect on children's mental and psychological aspects. According to Kominfo, the phenomenon of children being addicted to gadgets has been increasingly seen in the last five years. Moreover, the existence of online learning during covid-19 in 2020-2021 has caused children to experience mental disorders due to smartphone addiction. The use of devices by children and adolescents for more than 3 hours, according to the World Health Organization (WHO), can cause gaming disorders (Daon001, 2018). Gaming disorder is a condition in which a person experiences a disorder where he cannot prioritize other important things, so he tends to forget his daily tasks and obligations (Primasti, 2022). This is what makes it difficult for children to be given parental advice, causing excessive emotionality, uncontrollability, and ignorance of the conditions around them. Therefore, the various cases caused by the internet are increasingly threatening the world of school children. The biggest and most dangerous threat without realizing it is exposure to pornography in the form of showing videos or pictures on social media. A survey conducted by the Children's Commissioner for England, a non-departmental public agency in England, stated that there were 1,000 children aged 16 to 12 years who needed protection of children's rights. This is based on the results of a survey of 79 respondents from children of that age who had been exposed to pornography mixed with sexual violence. Violence can manifest as sexual acts involving physical aggression, acts of physical violence, and threatening the safety of a child.

The page also conveys the need for proper vigilance and protection for school children in this era of increasingly uncontrolled technological developments. So adults must be responsible for the condition and safety of their children (Nugroho, 2022). The presence of this friendly school is a form of inclusive education. Where schools try to provide protection to all Indonesian children so that schools are responsive to the development of students. So that children have the opportunity to participate in community and school life(Fitriani et al., 2021). That way, the world of school children that should be fun and enjoyable can be realized. This education provides happiness and safety for children from exposure to technology that is increasingly harmful to their lives (Gunawan, 2019).

Child Friendly Schools apply four main principles namely the right to live, the right to grow, the right to develop, and the right to participate fairly in accordance with his dignity, and guarantees that a child gets protection from acts of violence and discrimination (Htang & Chanseangsee, 2022). In simple terms, a child-friendly school is a school that realizes children's rights, not just demanding an obligation to study (Saptono, 2022). So that children do not experience discrimination as described in the old school that still sees value and intelligence as a measure of success in learning. Even though the current era is different and experiencing developments that cannot generalize the

abilities of one child to another. It could be, this can trigger children to act contrary to what the school expects of them. Because the rights that children should get they don't get at school.

Observing this situation, the Center for Gender and Child Studies (PSGA) of UIN K.H Abdurrahman Wahid Pekalongan took part in assisting Madrasah Ibtidaiyah educational institutions in Pekalongan Regency in creating child-friendly schools. Based on data from the Central Statistics Agency for 2021, the number of MI in Pekalongan Regency is 120 schools. There are 1538 teachers who work as Madrasah Ibtidaiyah teachers (BPS, 2020). With this background, PSGA UIN K.H Abdurrahman Wahid Pekalongan carried out child-friendly school assistance for Madrasah Ibtidaiyah teachers in Pekalongan Regency through a Child-Friendly School Workshop.

RESEARCH METHODOLOGY

This child-friendly school mentoring method consists of four stages of activity, namely activity preparation, implementation, and activity closing. First, the activity preparation stage is the stage to prepare for mentoring activities. Starting from the formation of the committee, provision of consumption, and preparation of facilities and infrastructure. Second, the mentoring implementation stage includes remarks, delivery of materials, group discussion forums and preparation of SRA documents which are attended by all participants. Third, the closing stage of activities includes closing activities and documentation of child-friendly school assistance activities.

Figure 1. Methods For Implementing Child Friendly School Assistance Chart

This activity lasted for two days on 5-6 June 2023 at the integrated Lecture Building of UIN K.H Abdurrahman Wahid Pekalongan. Assistance focuses on teachers' understanding of the implementation of Child Friendly Schools, administrative requirements, curriculum adjustments and establishing school cooperation with other institutions as a form of inclusive, integration and interconnection schools.

Researchers in conducting research data analysis by drawing conclusions on the mentoring activities that have been carried out. Drawing this conclusion aims to determine the outline and subject matter of the community service that has been carried out. Then, the researcher describes it in the form of charts and paragraphs so that it is easily understood by readers and other researchers.

RESULT AND DISCUSSION

Child Friendly School Assistance for Madrasah Ibtidaiyah Teachers in Pekalongan district is an exclusive assistance activity held by the Center for Gender and Child Studies UIN K.H Abdurrahman Wahid Pekalongan in practicing the tri dharma of higher education, one of which is community service. The form of practice is to carry out child-friendly school mentoring workshops for madrasa teachers which are directly related to implementing the ministerial regulation of Empowerment, Women and Child Protection Number 8 of 2014 concerning Child-Friendly Schools (Kementerian PPPA, 2017). In addition, this form of university response is to contribute to preventing an increase in cases of sexual violence and safeguarding the rights of school children to attend school comfortably and safely for students. Because, after all, Higher Education is very influential in providing socialization and education from the Ministry of Education and Culture to education staff and stakeholders to create Child Friendly schools.

The Center for Gender and Child Studies at UIN K.H Abdurrahman Wahid is an institution under the auspices of the Institute for Research and Community Service at UIN K.H Abdurrahman Wahid Pekalongan whose job is to voice gender-responsive universities, prevent sexual violence and gender equality in the campus environment.

It was recorded that there were 33 representatives of elementary school teachers who participated in child-friendly school assistance. Of the 18 Madrasah Ibtidaiyah in Pekalongan Regency who were registered as attending the child-friendly school companion

Figure 2. Photo Documentation of the Opening and Closing of Child-Friendly School Assistance Activities

This mentoring activity lasted for two days. Where on the first day was the opening of the event, delivery of material on the implementation of Child Friendly Schools for Madrasah Ibtidaiyah and Parenting for child development. Then, the second day contains follow-up activities in the form of group discussion forums for the preparation of school policies in the formation of child-friendly schools with various problems.
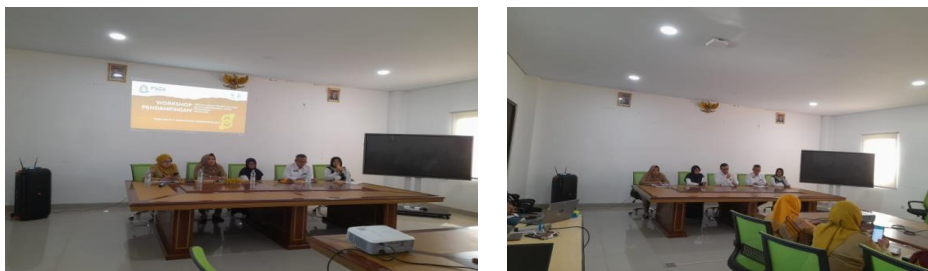

Figure 3. Photo Documentation of Remarks by Presenters and Invited Guests

The series of activities began with the opening by the host, singing the national anthem Indonesia Raya, remarks, and delivering material. This activity was officially opened by the Chancellor of UIN K.H Abdurrahman Wahid Pekalongan Prof. Dr. Zaenal Mustakim. After the Rector's remarks, it was followed by remarks by the Head of Madrasah Education Section, the Pekalongan Regency Ministry of Religion, the Head of the Fulfillment of Children's Rights and Protection, the Head of the Pekalongan Regency Women's Protection and Empowerment Division

Figure 4. Photo Documentation Oo Material Delivery and Group Discussion Forums

This activity presented speakers Bakti Prastyani and Ahmad Ashari who were resource persons from the Association of Educators Forum from the perspective of Indonesian Child Rights, National Facilitators of Child Friendly Schools and Child Friendly Service Providers. During the activity, there was enthusiasm, seriousness, and enthusiasm from the teachers of Madrasah Ibtidaiyah. This is known by the existence of a positive response during the forum discussion to solve problems related to the implementation of Child Friendly Schools in the Madrasah environment.

Based on the mentoring activities that have been carried out and data from the Ministry of Empowerment and Child Protection No. 8 of 2014 concerning child-friendly school policies. The implementation of Child Friendly Schools for Madrasahs can be analyzed by going through 3 broad stages, namely:

Figure 5. Child Friendly School Implementation Chart

The following is an explanation of the three stages of implementing child-friendly schools in Madrasah Ibtidaiyah: First, Preparation. The preparatory stage is the stage for the school as an education provider to be ready as a whole, both in terms of the condition of the principal, teaching staff, facilities, infrastructure and knowledge. If according to child-friendly school policy data, this planning stage may consist of schools participating in outreach activities on fulfilling children's rights and protecting children, schools providing space for students to express their opinions, and schools conducting initial mapping of school conditions that are safe, comfortable, and not harmful to safety. learners.

Second, planning. The planning stage is the school's stage in fulfilling terms and conditions related to child-friendly school administration. In the Ministry of Empowerment and Child Protection's child-friendly school policy No. 8 of 2014 it includes the activities of compiling child-friendly school policies in each school, forming a child-friendly school development team, as well as re-checking all educational instruments in schools such as guarding security guards, guarding child health through school clinics and safe and healthy food and beverage conditions in school canteens.

Third, cooperation. The stages of cooperation are the stages of schools in collaborating with mutually sustainable parties to create child-friendly schools. Collaboration can be carried out with students' families, collaboration with child protection services, Government Employees with Work Agreements, the Task Force for the Protection of children and women, regional leaders such as regional heads, police and so on. Collaboration is carried out to create a comfortable environment for children and away from crime. In addition, collaboration is carried out to facilitate the role of educators and the school in dealing with problems that are directly related to students.

CONCLUSION

Child-friendly school assistance is a community service carried out by the Center for Gender and Child Studies at UIN K.H Abdurrahman Wahid Pekalongan in planning a child-friendly school program for Madrasah Ibtidaiyah in Pekalongan Regency. Meanwhile, this activity is useful in holding group discussion forums to respond to problems faced by today's children, providing protection and prevention against hazards that can threaten the safety of school students at any time. The three stages of implementing child-friendly schools in Madrasah Ibtidaiyah include planning, preparation and collaboration. These three things can be effective as long as all elements, including the school, community and university, are mutually sustainable to create a child-friendly school

ACKNOWLEDGEMENT

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing, review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3:.Formal analysis; Methodology; Writing - original draft.

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