



EVALUATION OF THE CHILD-FRIENDLY SCHOOL PROGRAM AT ADAM'S SCHOOL KINDERGARTEN BABELAN DISTRICT, BEKASI REGENCY

Della Fauziyah*

Universitas Islam 45 Bekasi
e-mail: dellafauziyah69@gmail.com

Ibn Muthi

Universitas Islam 45 Bekasi
e-mail: ibnumuthi@unismabekasi.ac.id

Diyah Yuli Sugiarti

Universitas Islam 45 Bekasi
e-mail: diyahyulisugiarti@unismabekasi.ac.id

*Correspondence e-mail: dellafauziyah69@gmail.com

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Abstracts

The purpose of this study is to describe the Evaluation of Child Friendly School (CFS) Program at Adam's School Kindergarten with CIPP Evaluation Model. This research uses a qualitative approach with a descriptive method. The results of the study are: (1) The context component is in the form of program objectives according to needs, clear background and has a strong legal foundation. 2) The input component in the form of educator resources and education personnel is not all according to qualifications, the preparation of programs and learning media according to CFS principles, facilities and infrastructure must be improved, almost all program policies are running well. 3) The process component is learning according to CFS principles, the assessment process has not been seen with CFS principles, parent/guardian participation is cooperative. 4) The product component in the form of CFS program implementation shows the success of the program, namely the conformity of criteria and results, changes in children who are active in school and very happy in all activities, the benefits of the program are felt by the residents of the education unit So that the CFS program must be continued and can be applied in other institutions.

Keyword:

Program Evaluation, CIPP Model, Child Friendly Schools.

Introduction

Education in life becomes a very important thing. Education is inseparable from human resources and stakeholders related to educational success. In this case, the generation of education will continue to rotate as life progresses. Generations from time to time certainly have many differences and what people need to realize is the birth of the generation of the most basic education, namely preschool or early childhood education (ECE). Based on Law No.20 of 2003 "The purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens"(Government of Indonesia 2021).

Child Friendly Schools (CFS) are motivated by several things. Educational institutions that are considered as safe places for children also experience a lot of violence against children. Factors that influence the emergence of violence in education are the internal and external conditions of education. In the internal conditions of education, when educational institutions only become a place to learn and impart knowledge to get grades or pass national examinations, the essence of education is lost, namely education that humanizes humans (Heru 2018).

The task of educating children at an early age (golden age) not only provides a variety of learning experiences, as well as education for adults, but also optimizes the development of intelligence. Learning must be done by playing, namely the pleasure of playing gives children the opportunity to learn without pressure, so that children's intelligence (cognitive, social-emotional, mental and other intelligence) develops optimally in addition to motor skills. More importantly, boredom in learning causes children's achievement in class to decrease (Chapnick 2008).

Early childhood is a child's golden age that will never be repeated again. The importance of stimulating children's motor, independent learning without waiting for parents, independence in learning activities. It actually became the basis for their preparation to enter elementary school. This is the reason behind the importance of holding child-friendly school programs. The community environment is still very lacking in education about child-friendly schools, also in the scope of education many do not understand what child-friendly schools are. One of the benefits of child-friendly schools is that schools are more qualified because they receive training, direction from related program supervisors, educators and education personnel about what children's rights are, in the learning process from the perspective of children's rights.

The Child Friendly School Program is a program of the Ministry of Women's Empowerment and Child Protection (KPPPA) with the aim of protecting children's rights and anti-discrimination. Especially at the early childhood education level, it is needed for aspects of growth and development and foundation. So that researchers are interested in conducting research on the evaluation of the CFS program at Adam's School Integrated Islamic Kindergarten because it is a differentiator in 1 Babelan sub-district which is risky +/- 83 kindergartens, only Adam's School Kindergarten runs the CFS program.

One of the objectives of the establishment of CFS is to fulfill, guarantee and protect children's rights, as well as ensure that education units are able to develop children's interests, talents and abilities and prepare children to be responsible for a tolerant life, mutual respect, and cooperation for progress and the spirit of peace. The education unit is expected not only to give birth to an intellectually intelligent generation, but also to give birth to an emotionally and spiritually intelligent generation (Wuryandani and Senen 2018).

Based on this explanation, it is important to conduct evaluation research on the Implementation of Child Friendly Schools. The implementation of Child Friendly Schools (CFS) is carried out by referring to 6 (six) important components, namely: 1) CFS policy, 2) Implementation of a child-friendly Learning Process, 3) Educators and Education Personnel Trained in Child Rights and CFS, 4) CFS Advice and Advice, 5) Child Participation, 6) Participation of Parents, Institutions and Others. These components are made success indicators or criteria and then evaluated in Context, Input, Process and Product.

Methods

The study took place from January - July 2023 in Babelan District, Bekasi Regency. Evaluation research using the Context Input Process Product (CIPP) evaluation model uses a qualitative approach with a descriptive method. Data collection is carried out by techniques: interviews, observations and documents. Interviews were conducted with resource persons in schools, namely principals, teachers, children and parents. Observations were made on several aspects of the school including policies, curriculum, learning process, learning media, infrastructure and other supporting facilities. As for secondary data sources obtained from

certificate in the frame affixed to the classroom that includes Child Friendly Schools. The 7 indicators of school policy components in child-friendly education are; The eight indicators of school policies that realize child-friendly education are: 1) Have an anti-discrimination policy against violence against students in the form of posters or written school rules. 2) Guidelines for dropout students. 3) The policy contains a written commitment to prevent violence. 4) Documented non-violence policies that violate the dignity and dignity of students, Defame, ridicule, or hurt feelings or gifts that hurt students' feelings or self-esteem. 5) The existence of written SOPs to follow up educators and education personnel who commit violence against students or fellow educators and education staff. 6) Rules of grievance mechanisms and written handling of incidents of violence, including sexual offences. 7) Secure, protect and fulfill the right of students to worship in accordance with their religion. As for the written policy related to non-violence, the mechanism of no posters/writings is pasted. For written SOPs, researchers are also not given or show documents only stated to exist. For worship, every Friday duha prayers are held together in the school yard.

c. Facilities/Infrastructure

Based on observations at Adams School Kindergarten, the building looks sturdy and stable. Safe electrical installation for children. The classroom is 6x6 meters. The capacity of the classroom is seen from the suitability of the class area with the number of students. Classrooms are equipped with per-child lockers, tables and chairs that are mini or suitable for the size of students. The school playground area provides several game tools such as seesaws, iron swings, prosotans and rotary glasses which are all safe for children. There is also an outdoor area for children to garden. The APE for indoor children is in each class.

The class layout is changed twice a month. Models of tables and chairs, arrangement of playground equipment and children's work on the work table, colorful wall hangings, posters with pictures of animals, fruits, number symbols and some poster images of how to pray, how to bathe, how to pray and others.

Some additional rooms such as consultation rooms for parents and teachers are still united with the administration room, not yet equipped with a special library room still using shelves in each classroom for story books. There is no special UKS room equipped with P3K boxes, and special prayer rooms are not yet available still using the school or classroom grounds. This school toilet has not separated the toilets between male and female students, nor has the prabot needed by students been fulfilled, but the prebot has not been in accordance with the size of students. The water source used is clean and odorless.

d. Learning Media

Learning media input evaluation indicators include; 1) Integrate health materials in the learning process, 2) integrate environmental materials in the learning process, 3) implement routine child protection monitoring policies by functioning teachers and POMG, 4) supervise extracurricular activities, 5) make efforts to implement anti-violence policies against students for example: a) prevention and handling of all forms of crime, b) awareness raising and education campaigns to All members of the education unit, c) replace punishment by assigning additional academic assignments/skills.

3. Process Evaluation

a. Learning Process

The learning process of Child-Friendly Kindergarten Adams School strives to openly involve children to participate in all activities, social life, and encourage children's growth and development and welfare. With the realization of safe, clean, healthy, green,

inclusive and comfortable schools for the physical, cognition and psychosocial development of girls and boys including children who require special education and/or special service education. Many activities were held including Ngabaso (Going to School Together), Child Growth and Development Detection, 5R School, Healthy Eating, extracurricular namely marching band, marawis, sports, art, Arabic, English, tahfidz so that children can choose freely what they like. There are also gardening activities so that children are not saturated if only in the classroom.

b. Valuation

The teacher stated that before the CFS program was still confused, for example, what kind of handling tantrums should be like. However, after CFS, they know more about every child's needs and readiness to learn, especially children's feelings when studying at school. After attending the training, child-friendly schools are calmer and know how to respond to children, for example having tantrums, spoiled or angry and fighting. The existence of the CFS program teachers become very understanding because of the many education and training provided.

c. Parent/Guardian Participation

Involvement in parent/guardian indicators. 1) school children who are close to their parents' residence/work. 2) Set aside at least 20 minutes each day to listen and respond to children and guide children in learning 3) Provide time, thoughts, energy and materials appropriate to their capacity to ensure the growth and development of children's interests, talents and potential. 4) Approve student activities in education units only if in accordance with CFS policies. 5) monitor student safety and well-being, including ensuring child-friendly use of the internet and social media; 6) ensure that CFS is involved in the preparation, implementation and accountability of school RKAP; 7) Active participation in coordination meetings, 8) Intensive parent- teacher communication, including on social media, and 9) Parent-school communication regarding the child's medical history.

Based on these criteria, the results of interviews with parents, namely schools that are close to home approximately only 1-2 KM from the parents of the students who were interviewed researchers. As for the data, some are far from the school but close to the office / workplace of the parents. In terms of providing time, mind and energy, it will certainly be maximum for the educational process. Parents also actively participate in activities at school and report or communicate related to children.

4. Product Evaluation

Based on interviews from principals, teachers, parents and students.

The CFS program held at Adams School Kindergarten is expected to have many impacts, namely children feel happy, parents calm, teachers at school happy. Adam School Kindergarten strives to realize Child Friendly Schools by guaranteeing and fulfilling children's rights in every aspect of life in a planned and responsible manner. The main principles are non-discrimination of interests, the right to life and respect for children.

Child Friendly Schools are very useful for teachers' knowledge regarding children's rights. It's good that schools can also realize child-friendly schools because there are many benefits that can be obtained.

The infrastructure is quite good. The class is spacious, there is a playground, there is even a garden for children to plant and take crops and their parents are also happy because they can take crops such as kale, spinach, etc. There is an ablution place, toilets are also clean, the facilities given are good. Children are calmer and more comfortable when children are at school away from parental supervision. The school is also far from the highway so it is safe, and it is also happy to pick up and drop off children even though

it is a bit far from home because the children are school spirit. Students are very enthusiastic about school, the teachers are fun, like there are many extracurriculars / activities.

Analysis

1. Context Evaluation

a. Purpose of Implementation

Child friendly school programs are also defined as Schools are not just buildings for learning, but need to be child-centered and equipped with adequate facilities to provide safety, comfort, hygiene and health. Child-friendly schools are schools that adhere to the basic principles of non-discrimination, the right to life and respect for children and strive to guarantee and realize children's rights in all aspects of life in a planned and responsible manner and help students grow and develop as expected (Ministry of PPPA 2015).

Based on the results of the interview, the indicators of the results of the objectives were achieved, namely: 1). Creating a safe and enjoyable school for students. 2) free from violence between students and violence by educators and staff. 3) Shape the behavior of educators and staff from the child's point of view.

b. Background

Child-friendly school programs are needed by schools, especially early childhood education which is still in development and in the golden age. So that children's rights must be considered as early as possible for their readiness to learn during elementary school. which is indeed related to the purpose of ECE and in accordance with the sound of the law. In Law No. 20 of 2003 concerning the national education system, chapter I, article I, point 14, it is stated that "Early childhood education is a coaching intervention for children from birth to the age of six, providing educational incentives to encourage growth, physical and intellectual development so that children are ready to start further education".

c. Legal Basis

The legal basis needed for child-friendly schools is a Decree (SK) that indeed Adam's School Kindergarten has a decree for the implementation of the Ministry of Women's Empowerment and Child Protection policy and then makes Child-Friendly Schools a program in schools.

The Adam's School IT Kindergarten Child Friendly School program guide was created in 2020 containing the background, goals, objectives, benefits of the program, a checklist table of potential Child Friendly Schools.

Supporting the guidebook for Child Friendly Schools at Adam's School Kindergarten is the existence of a guidebook for parents / guardians related to the school's profile, namely the vision and mission, school goals, and activities held arranged with a schedule each week, including reading, thematic, Indonesian, BTQ, extracurricular (Gymnastics, dance, marawis, foreign languages, Tahfidz, computer club & Marching Band). The guidelines for child-friendly schools and school profiles that researchers obtained in complete documents to become sources for CFS program implementation.

2. Input Evaluation

a. Resource Availability

Regulation of the Minister of National Education No. 16 of 2007, which stipulates that the educational background of educators should ideally be at least Diploma 4 or Bachelor (S1) of PAUD, indicators of educators and educational personnel include: The existence of teachers with qualifications in PAUD, Psychology and educational facilities although not all meet the criteria according to the department but meet the

criteria for undergraduate. Currently, the school does not have security guards, janitors, education personnel such as teachers, or counselors.

Resource availability based on CFS program with teacher to student ratio of 1:15. Based on the school profile, namely the study group, the researcher's observation that this requirement is met because each class has 2 teachers and the number of students is no more than 30 or at most 25 students. Based on the required data, Adams School IT Kindergarten has met the number of teachers and their qualifications.

So it is still said to be ideal with a ratio of 1:12. This refers to the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers that the ratio of the number of teachers to students at the kindergarten, RA and PAUD levels is 1: 15 (1 teacher to 15 students).

b. Program Policies

Written policy related to non-violence, mechanism no posters / writings pasted. For written SOPs, researchers are also not given or show documents only stated to exist. In terms of procedures in the form of Child Friendly School policies in schools, the researchers' assessment is not ideal because there are no documents related to CFS, only in the form of potential SRA checklists and certificates from the Bekasi district education office that the school has become a Child Friendly School. As for schools, if in the form of signs of violence, bullying, discrimination and complaint mechanisms for acts of violence and others have not been found. Or for CFS policies with parents of students also do not exist in the form of statement documents. Only limited to education through meetings with parents or committees.

Written policies are certainly very important for schools because they are education for community members. For example, researchers took the example of a written policy on violence complaint mechanisms: "Dare to report violence against children and women" Report Via SAPA to 129 or 08111129129 (Andreas W. Finaka, 2023). Written policies related to the complaint mechanism must also be educated and posted clearly on the school wall and easily seen by education unit residents. The CFS program also applies regulations from the Ministry of Education and Culture because it is in line with CFS principles. Permendikbud No. 82 of 2015 concerning the Prevention and Mitigation of Violence in the Education Unit Environment. This Minister of Education and Culture also regulates sanctions imposed on students who commit acts of violence, or sanctions against education units and school leaders if violence continues in the school environment. In addition, schools are required to have a violence complaint desk at the entrance of the education unit that is easily accessible to students, parents/guardians, and teachers/education personnel, and the community that contains at least: 1) a <http://sekolahaman.kemdikbud.go.id> complaint page; 2) a short message service to 0811-976-929; 3) call 021-5790-3020 or 021-570-3303; 4) fax to 021-5733125; 5) email laporkekerasan@kemdikbud.go.id 6) the telephone number of the nearest police station; 7) the telephone number of the local education office; and 8) the school's telephone number (Desliana Maulipaksi, 2023).

c. Facilities/Infrastructure

The Ministry of Education and Culture (Kemendikbud) continues to strive to create safe and comfortable schools for all Indonesian children. Schools are not just buildings for learning, but need to be child-centered and equipped with adequate facilities to provide safety, comfort, cleanliness and health. Child-friendly schools are schools that adhere to the basic principles of non-discrimination, the right to life and respect for children and strive to guarantee and realize children's rights in all aspects of life in a planned and responsible manner and help students grow and develop as expected (Ministry of PPA, 2022).

The school is a place to optimize aspects of its development and its potential in terms of infrastructure has almost all been fulfilled because the school is also equipped with extracurricular facilities such as tools for marawis, marching bands and tools for sports. There are also things that must be improved, namely the addition of toilets for children because there is only 1 while there are 84 students. Also, furniture that complements the needs of BAK / BAB must be adapted to the child. Of course, in order to make it easier for children and train their independence. Even the next thing is that a faucet must be added to wash hands or children wduhu. Because in school there are duha prayer activities every Friday and there are healthy eating activities. So that water needs are very necessary for these activities.

Child-friendly schools mean efforts to create a learning environment that allows freedom of creativity, expression, and self-development while providing guidelines for the implementation of education. Thus was born the idea that schools should be places that prioritize children's rights and maximize all aspects of their development and potential in a child-friendly way (Desliana, 2023).

d. Learning Media

The implementation of the curriculum is to integrate the material, namely the availability of the curriculum as a school guideline, the availability of weekly and daily learning implementation plans (RPPM and RPPH) in each class. Teaching materials that are safe and free from elements of pornography, violence and radicalism and SARA.

3. Process Evaluation

In the process, researchers found several conditions that did not fit the criteria, for example, children who have been almost a year but are still waiting because if the mother leaves them, the child has a tantrum. The school and parents should work together, for example by conducting education for parents so that they can go hand in hand with the goals of the school. Moreover, if educators have been trained in children's rights, of course, they must be able to handle tantrums or other unusual conditions.

In the learning process, researchers also found that there were things that did not fit the criteria, namely how to punish children when they did not do things that should be, for example not doing homework or stubborn, and others, then children were punished to stand and should not sit for some time. In the implementation of children's schools, there are indicators that punishing with positive things, for example with works, not with something verbally possible, may be an act of violence or even humiliate students. So it is something to consider to better study punishments that are appropriate for the child's age and remain child-friendly. This positive discipline can be an example for Adam's School IT Kindergarten for preschool children's punishment, for example, children are given the punishment of memorizing daily prayers or short surahs. So there is an impact, namely training or shaping the character of children.

4. Product Evaluation

Adams School Kindergarten as a whole assesses researchers from the aspects of Context, Input and Process that the implementation of the Child Friendly School (CFS) program is achieved. Regarding the product aspect, it will be discussed about the achievement of goals or expected results, namely; 1) Creating a safe and enjoyable school for students, free from violence between students and violence by educators and staff. 2) Form the behavior of educators and staff from the point of view of the child. 3) Increase student participation in learning and decision-making in schools.

The achievement of CFS goals is proven by children being happy to go to school because when the holidays do not want to be long so that the purpose of school is child-friendly and a safe place for children to learn to develop various aspects of development as well as

maximize early childhood potential and is in line with the goals of national education and CFS programs.

Based on article 4 of Law No. 23 of 2002 concerning child protection, states that children have the right to live fairly in accordance with human dignity and dignity, grow, develop and participate, and be protected from violence and discrimination.

Conclusion

The implementation of the CFS program at Adam's School Kindergarten in terms of context, namely the background of the program is quite clear, has a strong legal foundation. The purpose of implementing the program in accordance with the needs is to implement the CFS program to fulfill the rights of children so that they can learn in safe, comfortable and happy conditions to adjust early childhood growth and development to be optimal.

The implementation of the CFS program at Adam's School Kindergarten in terms of input includes educator resources and educational personnel in accordance with qualifications although it must still be improved by regular training related to children's perspectives, activities at school in the form of schedules arranged in teaching and learning activities, equipped with learning media in accordance with the CFS program, the availability of facilities and infrastructure that continues to be improved, Program policies have been very good in terms of documents and regulations but have not yet touched all education unit residents in the form of posters or writings on complaints of violence and the complaint mechanism.

The implementation of the CFS program at Adam's School Kindergarten in terms of the process in the form of a learning process that is in accordance with CFS principles, namely developing character, interests and talents and creativity with many extracurricular activities, assessment is carried out process-based without comparing between students, participation of parents / guardians by providing time / accompanying children to learn shows cooperation for the achievement of child development.

The implementation of the CFS program at Adam's School Kindergarten in terms of products shows the success of the program, namely the suitability of targets and results, changes in children who are active in school and are very happy if there are many activities in school, the benefits of the program are felt for education unit residents for teachers, principals, education staff, parents / guardians of students. So this program must be continued and can be applied in other institutions. And this has advantages for institutions with special characteristics of kindergarten with the fulfillment of children's rights or kindergarten with the Child Friendly School program.

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