



Analysis Study of the Gaps in Elementary School Personnel Components in Implementing Child-Friendly School Programs

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ARTICLE INFO

Article History

Received

5 March 2024

Revised:

15 June 2024

Accepted:

6 July 2024

Available online:

12 September 2024

Keywords

Analysis Study, Gaps,
School Personnel,
Child-Friendly School

ABSTRACT

Sekolah dasar merupakan salah satu jenjang pendidikan di Indonesia yang cukup banyak dijumpai kasus perundungan/kekerasan dalam lingkup sekolahnya. Hal ini telah diupayakan dalam pengantisipasi kasus perundungan di sekolah oleh pemerintah melalui adanya pencanangan program sekolah ramah anak. Berbagai upaya telah dilakukan sekolah agar implementasi program dapat berlangsung sesuai harapan. Namun dalam praktiknya tidak sedikit sekolah mengalami kesenjangan dalam pelaksanaan program. Penelitian ini bertujuan untuk menganalisis kesenjangan dari segi personalia sekolah dasar dalam penyelenggaraan program sekolah ramah anak. Metode penelitian ini menggunakan kualitatif dengan jenis studi kasus. Teknik pengumpulan data melalui wawancara, observasi dan studi dokumen. Sumber data melalui personalia sekolah serta dokumen yang terdapat relevansi dengan program. Teknik analisis data dilakukan dengan cara mereduksi dan mencari subtema serta hubungan antar subtema. Hasil penelitian menunjukkan bahwa terdapat kesenjangan bagi personalia sekolah dalam implementasi program sekolah ramah anak. Kesenjangan yang terjadi mencakup belum meratanya pelatihan bagi personalia sekolah, belum terdapatnya working group program secara eksklusif serta belum adanya tenaga konseling pendamping secara khusus program. Disimpulkan bahwa penyelenggaraan program sekolah ramah anak masih membutuhkan perbaikan dan pengembangan secara lebih lanjut khususnya yang berkaitan dengan personalia sekolah.

Elementary school is one of the levels of education in Indonesia where there are quite a lot of cases of bullying/violence within the school environment. The government has attempted to prevent bullying in schools by declaring child-friendly schools. Various efforts have been made by schools so that program implementation can take place as expected. In practice, however, quite a few schools experience irregularities in implementing the programs. This research aims to analyze aspects of elementary school personnel in implementing child-friendly school programs. The research method used in this study is qualitative, with the type of study being a case study. Various data collection techniques, such as interviews, observation, and document analysis, are used. The program has several data sources, including school personnel and relevant documents. Analyzing data involves reducing and searching for subthemes and relationships between subthemes. The research results show a gap in school personnel implementing child-friendly school programs. Some problems exist, including unequal training for school personnel, no workgroup program, and no accompanying counseling staff. It was concluded that implementing child-friendly school programs still requires further improvement and development, especially concerning school personnel.



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INTRODUCTION

Elementary schools are institutional units that play an important role in education levels in Indonesia (Melianti et al., 2023). Elementary school is mandatory for Indonesian citizens, and it lasts six years to lay the foundation for personal abilities through reading, writing, and arithmetic (Swihadayani, 2023). At the elementary school level, students experience various kinds of growth and development, starting with social, personality, physical, career, and academic development (Safitri et al., 2022). Elementary schools also become a foundation for educators to develop students in cognitive, affective, and psychomotor domains (Grube et al., 2022; Kenedi et al., 2019). Therefore, elementary schools are very important in Indonesia's educational system.

In addition to the important role of basic education, several problems also arise in school climates and cultures (Williams et al., 2023). One of the gaps that has recently received attention is the presence of acts of violence or bullying in elementary schools (Bong et al., 2021; Gagnon et al., 2022; Mandira & Stoltz, 2021). Bullying reduces academic abilities and causes physical and psychological harm to its victims through intimidation (Navira et al., 2023). Bullying can take many forms, including physical and non-physical forms (Supriyatno et al., 2021). Physical bullying is carried out through hitting, slapping, pushing, biting, kicking, pinching, and scratching, as well as actions that lead to sexual harassment. Furthermore, non-physical bullying occurs through threats, humiliation, harassment, and addressing the person by name or as someone with a physical disability. Of course, this is often found in the educational climate at the elementary school level.

Based on data from the Indonesian Child Protection Commission, bullying cases continue to be prevalent, particularly in schools (KPAI Admin, 2023). Over the past two years, there has been an increase in the number of bullying cases among children, starting with 53 cases in 2021 and increasing to 226 cases in 2022 (Ayu, 2023). As of September 2023, the Indonesian Teachers Union Federation noted that bullying cases had risen again, reaching 23 cases within the school environment (Wiryono & Setuningsih, 2023). There must be a common concern to minimize bullying, particularly in the educational setting. The incidence of bullying can be attributed to several factors, including lack of supervision, a low culture of tolerance, economic factors, and the mass media (Laurencia et al., 2023). Therefore, efforts need to be made to anticipate these problems (Saptono, 2022).

The Indonesian government has introduced a child-friendly school program to address bullying within schools, as outlined in Ministerial Regulation Number 8 of 2014 (PPPA, 2017). Child-friendly school programs pay attention to health protection factors and maintain the safety of children (Na'imah et al., 2020). A child-friendly school program aims to change the paradigm for students, from teachers to mentors, parents, and friends (Alfina & Anwar, 2020; Deputy, 2021). The child-friendly school program has six important components to support implementation, including the Child-Friendly School Policy; Educators and Education Personnel Trained in Children's Rights; Implementation of Child-Friendly Learning Processes; Development of Child-Friendly Facilities and Infrastructure; Child Participation; and Parental and Community Participation (Deputy, 2021). Based on the supporting components of the child-friendly school program, the six elements must be integrated to achieve the expected goals.

Despite this, many schools implementing child-friendly programs encounter obstacles, especially regarding the six components mentioned earlier. It is indicated, among other things, by the results of research by Filadelfia Hurai Ibo & Lorensius (2023), which focuses on implementing child-friendly school policies and examines obstacles to their implementation. As a result of the research, it was found that the implementation of child-friendly school programs needed to be fully optimized. This is because some critical program implementation components still need to be supported. Several obstacles are encountered, including low levels of participation by children, a lack of support from parents or the community, and an inadequately child-friendly learning process. This situation is also similar to research conducted by Cordero-Vinueza (2023), which

stated that there are still many obstacles to implementing child-friendly school programs, ranging from a lack of community support to developing facilities that must be prioritized. Therefore, schools need to identify the availability of supporting components for implementing child-friendly school programs.

State Joho Elementary School has implemented the child-friendly school program. State Joho Elementary School is one of the state elementary schools in Temanggung Regency, Central Java, Indonesia. This school has implemented the child-friendly program and always pays attention to various obstacles in the implementation process. State Joho Elementary School is the example of a school with a good reputation in the community due to its multiple achievements. Therefore, it is unsurprising that this school attracts many prospective students from various circles yearly.

Schools make several efforts to ensure that the process of implementing child-friendly school programs runs as smoothly as possible. However, in practice, schools can still not optimally implement this program due to several obstacles. A major obstacle to the program's implementation arises from the six main components of the program, especially the training of school personnel in children's rights. School personnel are teachers, extracurricular supervisors, accompanying counselors, and others. Accordingly, if previous research has analyzed barriers to child-friendly school programs regarding child participation, community, facilities, and child-friendly learning, this study will explore the gaps in the school personnel component.

Because of the urgency of this issue and the lack of attention paid to school personnel in implementing child-friendly school programs at the elementary school level, this article will examine the gaps in the school personnel component along with possible solutions to these problems.

METHOD

This qualitative research uses a case study type (Sugiyono, 2022). This research was carried out at State Joho Elementary School from July to November 2023. This research included school personnel, principals, teachers, and education staff. The data collection methods used were interviews, observations, and document studies.

Interviews were conducted by recording the responses of informants. This interview focused on the role of school personnel in implementing child-friendly school programs. The data was also collected by observing the involvement of school personnel in implementing child-friendly school programs. Furthermore, data was collected through a document analysis. This technique takes data from sources such as decree documents, school organizational structures, and others.

The development of research results obtained through the data collection techniques above was carried out with the first step of compiling transcripts of interview results. Next, the data is labelled to identify, mark, and group similar data to identify themes determined through the coding stage (Susanto, 2022). Afterwards, the data was tabulated and subthemes were identified. Data analysis was done using the Bogdan & Biklen model by reducing and looking for subthemes and relationships between subthemes (Bogdan & Biklen, 1982). Checking the validity of the data (trustworthiness) is carried out through source triangulation, which means getting data from different sources but using the same technique (Sugiyono, 2022). In addition, triangulation also aims to increase the researcher's understanding of what has been found (Stainback & Stainback, 1988).

Respondents who took part in this research agreed to become respondents without coercion. Research data obtained by the researcher were used exclusively for this study. All respondents' identities are kept confidential. Respondents' responses to interview questions are kept

confidential and do not affect their future fate or the reactions of respondents to interview questions.

RESULT AND DISCUSSION

Result

Research results will focus on one theme: gaps in school personnel components that affect implementing child-friendly school programs. Based on this theme, it will be divided into three subthemes obtained from research results regarding (1) there has been no child rights training for school personnel, (2) there is no exclusive working group in the child-friendly school program, and (3) the unavailability of accompanying counseling staff in child-friendly school programs. Then, the results obtained from the three subthemes will be connected to conclude each topic. Each topic will be discussed in detail in the following discussion.

There is no child rights training for school personnel

School personnel consisting of principals, teachers, committee members, extracurricular supervisors, security officers, and others stated that they had no child rights training. Children's rights training should be pursued, considering this activity is critical to implementing child-friendly school programs. The responses from the interviewees regarding the gaps in this case are as follows.

"...to support the implementation of the child-friendly school program at State Joho Elementary School, there needs to be intensive and regular training on preventing bullying or similar things." (Informant 1)

"So far, training and outreach has been carried out regarding preventing acts of violence in schools by teachers, but the training has not been fully allocated to all personnel at State Joho Elementary School." (Informant 2)

Apart from the interview results above, several observations and documentation were obtained that explain that child rights training intended for school personnel has yet to be fully realized. So far, only teachers and school principals have participated in these training activities, although the intensity still needs to be regular. Aside from that, there is no evidence or license, such as a certificate or similar, to demonstrate that teachers and school principals who participated in this training have conducted child rights training activities. According to the results of the data presented above, three subthemes can be identified, as shown in Table 1.

Table 1. Results of Reducing Gaps in Child Rights Training

No.	Subthemes	Correlation Between Subthemes
1.	Intensified and regular training about children's rights has yet to be provided to school personnel.	Training regarding children's rights for school personnel has not been intensive and regular. The training provided to teachers and school principals still needs to be comprehensive. In addition, personnel who have taken part in training do not have clear evidence of authenticity because they need a training certificate or the like.
2.	Training regarding children's rights needs to	

No.	Subthemes	Correlation Between Subthemes
	be more comprehensive for school personnel.	
3.	In the case of school personnel, particularly teachers and principals, there has yet to be proof or license that the individual has completed the training.	

In light of the data presented above, there is a gap in the personnel components of child-friendly schools, particularly regarding training on children's rights. The reason for this gap is that the implementation of training for all school personnel has been unevenly distributed. It is crucial to optimize the implementation of child-friendly school programs. Schools must undergo intensive and exclusive training to support the program's implementation. Thus, it is imperative to encourage efforts to improve the abilities of school personnel through this training so that child-friendly school programs can function as expected.

There is no exclusive working group for coordinating child-friendly school programs

Working groups support child-friendly school programs. However, what happened to State Joho Elementary School, which implemented this program, is that it still needs a working group that specifically pays attention to the implementation process. Following are the responses from sources regarding this gap.

"So far, we don't have a working group that specifically deals with this child-friendly school program and I think this is important to try." (Informant 1)

"...our working groups simply run it flexibly through regular discussions without having to assign roles to each other so that everyone is mutually responsible for supporting child-friendly school programs." (Informant 2)

Furthermore, based on observations and document studies, researchers found gaps, notably in the aspect of performance discussions by school personnel. State Joho Elementary School, in the decision letter for the child-friendly school team, there needs to be more clarity regarding the division of tasks for each team member who supports implementing the child-friendly school program. The school only inserts chats on organizing child-friendly schools into other activities or forums. The forums can exist in regular school meetings, guardian/parent meetings, or informal discussions between school personnel. Therefore, three subthemes were accepted based on the data obtained, as presented in Table 2.

Table 2. Results of the Reducing Gaps in the Child-Friendly School Program Working Group

No.	Subthemes	Correlation Between Subthemes
1.	There needs to be a specific working group that supports the program's implementation.	The implementation of coordination for school personnel in implementing the program has yet to be carried out intensively and effectively. This is because the Decree on the child-friendly school team still needs a clear division of tasks for each team member who supports implementing the child-friendly school program. Currently,

schools have conducted informal coordination between routine meetings and student-parent meetings.

2. School personnel discuss new child-friendly school programs informally and aside from other agendas, so they have yet to be exclusively pursued.

3. The Decree regarding the child-friendly school team still needs to clarify the division of tasks for each team member who supports implementing the child-friendly school program.

Based on the above data, there is a gap in coordinating school personnel in implementing child-friendly school programs. This gap arises because no working group is dedicated exclusively to child-friendly school programs. Consequently, schools should develop working groups to support implementing child-friendly programs to create an effective coordination environment.

Counselors are not available to facilitate the development of child-friendly school programs

Counselors play an important role in organizing child-friendly schools. However, many schools, especially elementary schools, still need this feature, as at State Joho Elementary School. The following are responses from sources regarding this gap.

"Basically, our school does not have special counseling staff, so we emphasise this task more on every homeroom teacher in the school." (Informant 1)

"...we have tried special assistance, but so far only from the homeroom teacher." (Informant 2)

In addition to the interview results, observation data collection and document analysis results confirm that State Joho Elementary School still needs accompanying counseling staff specifically responsible for supporting the implementation of child-friendly school programs. However, in another effort to overcome the lack of human resources to support the program, the school has planned to organize parenting activities. The work program plan document states that parenting activities will involve various external parties to the school. Among the parties referred to are counselors and psychologists for children. As part of the planned parenting activities, parents/guardians of students will learn how to cultivate positive character traits for their children. It also provides insight into the importance of having a child-friendly school program within the community.

Three subthemes were accepted based on the data obtained, as presented in Table 3.

Table 3. Results of Reducing the Gap in the Availability of Child-Friendly School Counselors

No.	Subthemes	Correlation Between Subthemes
1.	No counseling staff can accompany students in implementing child-friendly school	The school does not have special counseling staff to support the program's implementation. So far, the school has only

<p>programs.</p> <p>2. Special assistance does not come from counseling staff but from each homeroom teacher.</p> <p>3. The school is trying to provide guidance from counseling staff for parenting activities that are still being planned.</p>	<p>attempted alternative strategies, including (1) encouraging homeroom teachers to provide special assistance at each grade level and (2) conducting parenting-related activities through counseling staff and child psychologists.</p>
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Based on the data presented above, it can be concluded that State Joho Elementary School still needs to provide counseling staff to support the implementation of child-friendly school programs to achieve the target of implementing child-friendly school programs. Therefore, schools should seek the assistance of counselors or child psychologists to accomplish the program objectives.

Discussion

Child-friendly schools are a policy launched by the government to make students feel safe and protected from acts of violence, especially within the scope of the school (Abdul Latif et al., 2021; Fitriani, 2021; Mangestuti et al., 2022). In the stipulated regulations, the implementation of the child-friendly school program includes various supporting components of implementation, which include the Child-Friendly School Policy; Educators and Education Personnel Trained in Children's Rights; Implementation of Child-Friendly Learning Processes; Development of Child-Friendly Facilities and Infrastructure; Child Participation; and Parental and Community Participation (Deputy, 2021). These existing components are integrated and synergized to achieve optimal program implementation. Therefore, it is hoped that the child-friendly school program introduced by the government will reduce bullying in schools.

The school makes various efforts so that the implementation of the child-friendly school program can run as expected. Multiple heterogeneity factors in the implementing schools create obstacles, resulting in the school personnel component, educators, and educational staff (Abrori & Muali, 2020; Lechner et al., 2023). It happened at State Joho Elementary School, a basic education unit implementing a child-friendly school program. State Joho Elementary School has made optimal efforts to implement child-friendly school programs. Nevertheless, the school must fill several gaps, especially concerning educational human resources. Schools experience gaps in the school personnel components that support the implementation of the program, including the absence of training regarding children's rights for existing educators/educational personnel, the lack of a working group to carry out coordination that specifically discusses the program, and the absence of counseling personnel who support the implementation of programs in child-friendly schools.

Gaps in schools that have implemented child-friendly programs regarding child rights training for school personnel need to be addressed. As is well known, teachers and other school personnel are at the forefront of implementing child-friendly school programs. Therefore, students should have a safe and child-friendly educational environment (Yosada & Kurniati, 2019). In light of this, education personnel need special training to provide broader provisions regarding implementing child-friendly schools (Fauziati et al., 2021).

Various alternatives can be implemented to improve the ability of school personnel to manage behaviour within the school (Delamarre et al., 2021). A possible strategy is to socialize all school personnel to fulfil children's rights while collaborating with related agencies (Abdul Latif et al., 2021). School collaboration can be carried out with external parties such as the Directorate General of Corrections, sub-district area coordinators, local police, or related agencies (Rohmana & Suyanto, 2019; Zulian, 2023). Children's socialization can include materials related to child-friendly schools, such as healthy internet programs, safe and fun schools, and healthy canteens (Susanto, 2022). Apart from this socialization, training can also be carried out on models for implementing child-friendly schools (Filadelvia Hurai Ibo & Lorensius, 2023). Training on child-friendly school implementation models can involve all stakeholders in the school without exception. Through this training, the school has demonstrated a concern for children's futures and their growth and development in a safe, healthy, and supportive environment (Vemiadi, 2023).

Another gap in implementing child-friendly schools is that there needs to be a clear working group for coordination. This is because there is no clear division of tasks in the school decision letter. Such cases are often found in other schools that organize child-friendly programs (Putri & Akmal, 2019). Up to this point, schools have conducted informal coordination through regular or student-parent meetings. Therefore, schools need to form a structure for dividing tasks at work (Sagala, 2022).

Coordination is an important aspect of the management of school programs (Francis et al., 2021). It is carried out to support program implementation by communicating the task division system. The division of tasks here is intended to divide a job into several tasks that members of organizational groups can carry out with full responsibility (Syukri et al., 2023). The division of functions aims to ensure that the implementation of school programs and activities runs effectively and improves the performance of teachers and education staff in schools (Sabariah, 2021). Dividing tasks will make implementing child-friendly school programs and internal coordination within child-friendly school teams easier. Overcoming this gap can be done by describing the main duties and functions of each member of the child-friendly school team. With the formation of a working group with clearly defined tasks, the coordination activities of the organizing team will be enhanced, as will the conduct of regular evaluations of child-friendly school programs and the realisation of the principle of accountability (Adawiah, 2020; Lubis et al., 2023; Sitirahayulubis et al., 2023).

Additionally, there are gaps in the school personnel component concerning the need for counselors for child-friendly school programs. The role of counseling staff in implementing the program has a big influence (Carvalho et al., 2023) because it is one of the main and vital things in schools to provide support for other activities in schools, so it becomes mandatory for schools to organize guidance and counseling independently and interrelated starting from planning, organizing, implementing and evaluating which are integrated with existing activities in the school (Harahap et al., 2022). A counsellor's role is to integrate into the educational process and to provide quality services to students (Hirata & Ozawa, 2023; Zatrachadi & Ahmad, 2022). Due to the importance of school counseling personnel, efforts should be made to procure them (Marliani, 2023; Nugrah & Hendriani, 2022).

Alternatives to the limited number of counselors include assisting class teachers (Andra et al., 2023; van Leeuwen & Janssen, 2019). Schools can mobilize existing teachers to work together in synergy to create a child-friendly school climate. Teachers at every grade level can be encouraged to provide intensive assistance and to minimize bullying (Umati et al., 2023; Zatto & Høglund, 2019). In addition, as planned by the school regarding parenting activities, schools can organize activities with the theme of guidance and counseling by inviting counseling experts or child psychologists to increase the knowledge of teachers, teaching staff, and school residents in carrying out guidance and counseling functions in schools (Abrori & Muali, 2020; German Ben-Hayun & Perry-Hazan, 2023).

Considering the gap illustration above, it is necessary to implement child-friendly school programs at the elementary school level to minimize the gaps. To optimize all efforts, schools can use internal and external human resources (personalities). Furthermore, more research is needed regarding tips or strategies schools can employ to support implementing child-friendly school programs in elementary schools. This is done by examining the potential for schools to develop child-friendly programs to achieve what is expected of them.

CONCLUSION

State Joho Elementary School has implemented a child-friendly school program. However, there are several areas for improvement in implementation, especially regarding the personnel component in the school, including the principal, teachers and other educational staff. Based on the results of the data analysis, conclusions were drawn regarding the gaps in elementary school personnel components in the implementation of child-friendly school programs at State Joho Elementary School. The findings include no child rights training for school personnel, no special working group for program coordination, and no accompanying counseling staff in child-friendly school programs.

Inequalities in the distribution of training on child rights for school personnel need to be addressed. Schools can overcome this gap through collaboration with external agencies such as the Directorate General of Correction, local police, regional coordinators, and the like. To implement child-friendly school programs, schools must strive toward this goal to provide school personnel with insight into fulfilling children's rights.

There is no exclusive working group for program coordination at the school. This issue must be brought to the attention of schools to close this gap. The efforts can be made by establishing a clear and systematic division of tasks among school personnel to facilitate coordination activities of the organizing team and by conducting regular evaluations of child-friendly school programs by respecting the principles in an accountable manner.

Another area for improvement in school personnel is the absence of accompanying counseling staff to administer the program. Schools must consider the importance of counseling staff so teachers can work together to create child-friendly schools. In addition, schools can support program implementation by providing activities that are child-friendly. The activities can be conducted in the presence of a child psychologist or through parenting activities to offer the essence of a child-friendly school while also providing insight for each member of the school staff.

This research has limitations. Firstly, the study focuses only on one school implementing a child-friendly program. Researchers have yet to be able to compare the gaps in other schools. Secondly, the research focuses only on the human resource component of schools, whereas five other important elements contribute to implementing child-friendly programs in schools. Thirdly, this study has yet to address the role of school personnel in child-friendly learning and what strategies schools may pursue in general. As a result, further research should examine school strategies and the development of school personnel to implement child-friendly educational programs.

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