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MANAGEMENT OF CHILD FRIENDLY SCHOOL DEVELOPMENT PLAN BASED ON MOIST TROPICAL FOREST CLIMATE IN HIGH SCHOOL

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Abstract : *This research aims to explore the management of a Child-Friendly School Development Plan based on the moist tropical forest climate in high schools. The concept of a Child-Friendly School focuses on creating a nurturing and inclusive learning environment that promotes the overall well-being and development of students. By considering the specific context of a moist tropical forest climate, this study seeks to identify strategies and approaches to optimize the implementation of the Child-Friendly School program. To achieve this objective, the research will employ a qualitative research design with multiple data collection methods. The study will involve conducting interviews and surveys with school administrators, teachers, students, and other relevant stakeholders. Additionally, observations and document analysis will be conducted to gain a comprehensive understanding of the current practices and challenges in managing Child-Friendly Schools in high schools situated in a moist tropical forest climate. The research will begin by examining the profile of Child-Friendly Schools in the selected high schools. It will analyze the existing management models and identify the key elements necessary for a successful Child-Friendly School program in this specific climate. The study will also evaluate the implementation of Child-Friendly School program policies to determine if they are effectively integrated into the school's practices and policies. By observing the phenomena and experiences in a pilot school, such as SMAN 9 Samarinda, valuable insights can be gained to inform the management of the Child-Friendly School program . Furthermore, the research will explore the challenges and barriers faced in implementing the Child-Friendly School program in the context of a moist tropical forest climate. It will also investigate the interaction between school principals and the utilization of Information, Communication, and Technology (ICT) in promoting a child-friendly learning environment . The findings from this research will contribute to the development of a management model specifically tailored to high schools situated in a moist tropical forest climate, ensuring the effective implementation of the Child-Friendly School program and enhancing the overall learning experience and well-being of students.*

I.   INTRODUCTION

Efforts to develop children's talents and interests are more optimal and easily achieved, if all related institutions are able to carry out their functions correctly(Syafrudie & Haryo, 2021). One such institution is a college, and an educational unit or school. Universities and schools are institutions that have a mandate to organize the education and learning process systematically and continuously(Hajaroh et al., 2021; Nie et al., 2020). Universities and schools in East Kalimantan Province are also institutions that organize the educational process in accordance with the objectives of national education to develop children's talents and interests. To realize this goal, universities and schools implement policies from the East Kalimantan Provincial government by compiling a vision of their institutions with environmental insight. The policy is implemented because it is also in line with the geographical conditions of East Kalimantan Province as an area with a tropical humid forest climate(Hasbi et al., 2022).

Mulawarman University is one of the state universities in East Kalimantan that has an environmentally minded vision. The vision of Mulawarman State University is to become an international standard university that is able to play a role in nation building through education, research, and community service that relies on natural resources, especially humid tropical forests and their environment (Hajaroh et al., 2021; HAJAROH et al., 2020). The vision at Mulawarman State University is also a benchmark for the preparation of vision in environmentally friendly high school / vocational schools. One of the high schools that implements an environmentally friendly vision in Samarinda City, East Kalimantan Province, is SMA Negeri 9 Samarinda. SMA Negeri 9 is a caring and environmentally friendly school profile(Hajaroh et al., 2021)(Çobanoğlu et al., 2018a)(Maoto, 2014) . This data is reinforced by the results of research conducted by Ekayanti Paparang (2017) which states SMA Negeri 9 Samarinda is an environmentally friendly school. The process is carried out by changing the vision and mission that supports environmental management and protection, environmentally sound

curriculum by integrating environmental insight material into subjects, participatory based environmental activities through environmental action .

SMA Negeri 9 Samarinda as a school that is insightful and cares about the environment strives optimally to provide quality services and learning processes. These efforts are outlined in optimizing the implementation of the School Development Plan (RPS) (Devkota, 2021)(Lewis, 2021). One of the programs in RPS that is implemented and developed is child-friendly schools (SRA). CFS is a safe, clean, healthy, green, inclusive and comfortable school for the physical, cognition, and psychosocial development of girls and boys including those requiring special education or services. Educators and education staff are expected to organize humanist education and learning. The establishment of CFS is inseparable from the existence of the Child Decent City Program. One indicator of the 31 rights of children is CFS(Kuhlmann et al., 2020). Samarinda City is part of eight cities/regencies that have received the status of Child Worthy City and have received awards from the Ministry of Women's Empowerment and Child Protection (KPPA).

The implementation of the optimization of the child-friendly school development plan at SMA Negeri 9 Samarinda is not an indication of physical violence in the school. *The urgency* of the CFS Program is carried out as an effort to empower local wisdom in the surrounding environment (Marishane, 2017). This is done because SMA Negeri 9 Samarinda has a fairly large land and is located in an agrarian environment in a tropical and humid forest climate (Zhao et al., n.d.).

The dominant factor that encourages SMA Negeri 9 Samarinda to carry out the optimization of the child-friendly school-based school development plan is not merely wanting to get adiwiyata school awards or healthy schools. According to information from the initial study conducted by researchers, the principal stated that the child-friendly school program was implemented as an implementation of the school's vision and mission. And the most important thing is to apply the behavior and habituation of students who care about the environment. This attitude and behavior of caring for the environment is very difficult to get used to or implement in the environment of SMA Negeri 9 Samarinda(DINIATY et al., 2021).

II.   RESEARCH OBJECTIVES

Research objectives: List your objectives in terms of the variables that will be investigated, but limit your objectives to no more than three. such as

1) To describe the planning of child-friendly school development in a humid forest climate at SMA Negeri 9 Samarinda.
2) To describe the optimization of child-friendly RPS implementation in humid forest climate at SMA Negeri 9 Samarinda
3) To determine the supporting and inhibiting factors for optimizing the implementation of child-friendly RPS in humid forest climates at SMA Negeri 9 Samarinda.

III.   THEORIES AND LITERATURE REVIEWS

(2017) which states, the effective model in the development of Child Friendly Schools (CFS) is a hypothetical model which is generally in the form of a cycle of Child Friendly School (CFS) models through strengthening school culture in SMP Negeri 3 Bayongbong Garut, which consists of 5 (five) stages, namely (1) orientation and design stages, (2) promotion and socialization stage, (3) actualization stage, (4) reflection and evaluation stage, and (5) enculturation stage.

Another relevant research was conducted by Rusman W (2017), his research stated that Human Rights Friendly Schools (SR HAM) which are identical to Child Friendly Schools (SRA) are new and different approaches to solving various human rights violations in schools. The program integrates human rights values as core principles in school organization and management, where human rights values or principles become the center or spirit of the learning and experiential process and are present in all aspects of school life.

M. Heru (2017) in the study said, that in the implementation of Child Friendly Schools (CFS) the supporting factors are positive attitudes and support from various parties. The inhibiting factor is the unfulfilled facilities and infrastructure of child-friendly school needs. The results of research relevant to Child Friendly Schools (SRA) conducted by Hernawaty Damanik and Sondang P. Pakpahan (2018), stated that schools are a place for children to prepare themselves for future life, so the right school for them is the concept of Child Friendly Schools (SRA).

Other research relevant to Child Friendly Schools (SRA) was also conducted by Ranti Eka U (2016) which stated, the implementation or implementation of Child Friendly Schools (SRA) in SMP Negeri 1 Tempuran Magelang Regency includes; communication, human resources and infrastructure, disposition, and bureaucratic structure. In addition to these stages, the learning model at SMP Negeri 1 Tempuran, Magelang Regency uses *the Child Friendly Teaching Model* (CFTM) which is based on provision, protection and participation.

Cross. D.S, et al (2010) in their research stated that students should be involved in school programs to reduce the occurrence of bullying against students. Anatri Desstya (2016) in her research stated that the competencies that must be possessed by teachers in the Child Friendly School (CFS) program are pedagogic, personal, professional, and social, each of which is based on the concept of child rights and protection. Rusman Widodo (2017) in his research stated that the approach to the concept of Human Rights Friendly Schools (SRH) combined with the educational concept of Ki Hajar Dewantara is expected to be able to provide real solutions to explain various human rights problems in schools.

IV.   RESEARCH METHODOLOGY

The research approach used in this study is a qualitative approach with a case study method(DINIATY et al., 2021)(Alkhuzaee et al., 2019). In this study, the studies are: first, related to planning the development of child-friendly schools in humid forest climates at SMA Negeri 9 Samarinda; second, optimizing the implementation of child-friendly school development in humid forest climates at SMA Negeri 9 Samarinda; third, supporting and hindering the optimization of the implementation of child-friendly school development in a humid forest climate at SMA Negeri 9 Samarinda. Informant retrieval based on *purposive sampling.* According to Sugiyono , *purposive sampling* is the taking of data sources based on people who know best about what is being studied. Informants were taken and studied in this study(Maghiar & Brown, 2022). The research site was conducted at SMA Negeri 9 Samarinda, Jalan Giri Rejo RT. 24 Lempake Village, North Samarinda District, Samarinda City, East Kalimantan Province. The study was conducted from February to April 2023. The method of providing data is carried out by interviews, observation and documentation. In-depth interviews conducted by researchers were addressed to principals, teachers, students and parents(Laamanen & Seitamaa-Hakkarainen, 2014; Smith et al., 2018). The interview addressed to school principals, teachers, students and parents aimed to determine the planning, implementation of the program in 6 indicators, as well as supporters and obstacles to the child-friendly school development program at SMA Negeri 9 Samarinda. This participatory observation was carried out by researchers to optimize data on planning, implementation, and inhibiting and supporting factors for the child-friendly school development plan (RPS) program in a humid forest climate implemented at SMA Negeri 9 Samarinda(Çobanoğlu et al., 2018b)(Ren & Xu, 2017). Document studies are complementary to the use of in-depth interview and observation methods in qualitative research(Gould et al., 2020; Ibrahim et al., 2022) . Data analysis in this study was carried out using non-statistical methods developed by Miles and Huberman. Data analysis in qualitative research, carried out at the time of data collection takes place and after completion of data collection within a certain period. (Widayanti et al., 2018), suggest that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely data *reduction*, data *display*, and *conclusion drawing/verification* (Al Rosyiidah, 2015)(Purnama et al., 2021).

V.   RESULT

During the study, researchers saw, recorded, heard, and documented everything related to optimizing the implementation of child-friendly based RPS (School Development Plan) in a humid forest climate at SMA Negeri 9 Samarinda. All data obtained by researchers during the research is analyzed in the discussion in accordance with the existing problem formulation.

1.   Planning of child-friendly based RPS program in humid forest climate at SMA Negeri 9 Samarinda

Data from interviews on child-friendly RPS planning in humid forest climate at SMA Negeri 9 Samarinda The four informants said the same opinion was that all parties were involved, ranging from principals, teachers, students and parents. The results of this research are also supported by the results of research by Utari, Ranti Eka. (2016: 701) which states that good coordination between principals, teachers and parents can support the successful implementation of child-friendly schools(Erdianti & Al-Fatih, 2020; Hajaroh et al., 2021).

The teacher also gave information about his involvement in the planning process of the child-friendly school program at SMA Negeri 9 Samarinda by proposing and designing his learning needs. This is very important to do so that the learning process can be carried out optimally and children's rights in learning are fulfilled. Students also stated that their participation in the planning process of the child-friendly school program at SMA Negeri 9 Samarinda was

carried out by participating in organizing activities related to the program. Another effort of students in the program planning process is to socialize child-friendly school-based program plans to other students through PLS (School Environment Introduction) activities(Ilmiah et al., 2019)(Fitriani & Istaryatiningtias, 2020) .

Parents stated that their participation was done by attending meetings and program socialization with the school at the beginning of the financial year. On this occasion, parents were given the opportunity to provide opinions, criticisms and suggestions on the planning of child-friendly school programs that will be implemented. The headmaster systematically stated that the process of planning a child-friendly school-based program begins with compiling his program in a single school document (Cliffe et al., 2018). From the document one school is then used as a basis for compiling activities or programs in the RKAS (School Budget Activity Plan). The child-friendly school program according to the principal consists of many elements which are then elaborated in the program which spreads to eight SNPs (National Education Standards). So directly the child-friendly school program is not written in the RKAS, because it has spread in the program budget which includes eight National Education Standards (SNP)(Breda et al., 2020; Firoozi et al., 2019) .

The results of the headmaster's interview also stated that all school program planning, including child-friendly school programs, was financed by the School Operational Assistance (BOS) fund. However, the school provides open opportunities to parents who wish to participate in planning the financing of child-friendly school programs. Data from the researchers' observations from school documents, the child-friendly school program at SMA Negeri 9 Samarinda is compiled into 12 (twelve) action activities, namely: (1) spiritual development and development, (2) character development and development, (3) development of talent interests and potentials in the academic field, (4) development of talent interests and potentials through extracurricular, (5) development of talent interests and entrepreneurial potential, (6) environmental and social actions, (7) cooperation with agencies or related parties, (8) habituation of character cultivation, (9) construction and maintenance of infrastructure, (10) involvement of students in *event* competitions outside of school, (11) preparation of student-friendly curriculum, (12) improving student management skills by carrying out events both within the school and *externally* (Maliti, 2019).

2. Optimization of the implementation of child-friendly RPS in humid forest climates at SMA Negeri 9 Samarinda.

Data from interviews with the four informants related to optimizing the implementation of child-friendly RPS in a humid forest climate at SMA Negeri 9 Samarinda, the four informants said the same opinion that the program would be implemented optimally if there was cooperation from all school residents, parents, and related agencies. Program optimization by researchers is focused on six indicators, namely from program policies, teaching and learning activities, infrastructure, educators and education staff, student participation, parent participation and the business world (partners). The indicator refers to the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia (2015) concerning Guidelines for Child-Friendly Schools (Cobanoglu & Sevim, 2019; Htang & Chanseangsee, 2022).

The results of previous research that supported this research were conducted by Firdaus, Addul Haris (2019: 128-129) who stated efforts in implementing the CFS program which first made child-friendly school policies, supervise the curriculum, provide training to teachers, provide complete facilities and infrastructure, provide space for aspiration and participation to students and involve parents.

In the policy aspect of the program, principals and teachers expressed the same opinion, that the learning process should apply the principle of serving and paying attention to the needs and rights of children. School principals and students also stated that to support the policy of child-friendly school programs, it is necessary to formulate a code of conduct. The process of drafting the code of conduct involves the opinions of the principal, teachers and students. The order contains *rewards* and *punishments*. One form of punishment is the conduct of raids, the sanctions are educational. Rewards are given to outstanding students and teachers. Other opinions that differ from the headmaster about the child-friendly school program policy are: (1) giving time and place to child complaints in case of violations of children's rights, complaints can be submitted to the principal, vice principal, and homeroom teacher, (2) making regulations against physical and verbal violence, (3) drafting documents on non-violence, (4) habituating polite character and caring for the environment, (5) create or condition the school to be comfortable for the child's learning, (6) all programs are documented in writing (Rosenblatt, 2017).

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Aspects of teaching and learning activities, researchers found the same opinion between the principal and teachers, that the learning process is carried out with the principle of utilizing and contextual with the environment. According to the two informants, simple behavior that can show an attitude of caring for the environment is that teachers consistently supervise classroom hygiene, and familiarize students and school residents to sort garbage. Based on studies conducted by researchers from school documents, the learning process of students who are contextual to the environment that has been carried out by SMA Negeri 9 Samarinda is, compost management, making crafts from waste recycling, biogas making training, hydroponics training, germas counseling (community movement), and *banks* plastic waste. The two informants also agreed to state that the learning process must be fun for students, this is done by the teacher by inviting students to learn outside the classroom. The learning process outside the classroom can be done in dams, rice fields and come to other agencies (Vivitsou, 2019).

In the aspect of teaching and learning activities, teachers and students also expressed the same opinion, that the process of teaching and learning activities is carried out by developing students' talents and interests through extracurricular activities. Based on the results of a study of school documents, extracurricular activities that have been carried out at SMA Negeri 9 Samarinda are very diverse, namely: basketball, volleyball, futsal, habsy, paskibraka, PMR (Youth Red Cross), scouts, and nature lovers.

Another statement from the principal related to teaching and learning activities implemented in schools as implementers of child-friendly school programs is to optimize curriculum facilities and their environment to support a safe and comfortable atmosphere for learning. The headmaster also stated that to fulfill the child's right to learn, teachers must master their professional competencies, one of which is creative in designing their learning. Another effort made is that the learning process in schools must contain local content, so that the RPP (Learning Process Plan) made by teachers must be school-based (Zhang, 2022).

In terms of teaching and learning activities, teachers also stated that they had also conducted assessments authentically with no gender bias and discrimination. In addition, the teacher also stated that efforts to make fun learning for children are carried out with various learning models, namely playing *games* and watching learning videos.

The infrastructure aspect of researchers found similar statements from teachers and principals. They stated that in optimizing child-friendly school programs, the most important thing to do is to create child-friendly classrooms or learning spaces. Efforts that have been made by schools for this purpose are installing CCTV (*Closed Circuit Television*) to monitor children's behavior, the roof of the classroom or learning room does not leak, good air ventilation and repairing and making representative toilets for children. In addition, the school has also tried to install LCD (*Liquid Crystal Display*).

Another statement conveyed by the principal and parents regarding facilities and infrastructure is that schools provide opportunities for parents to participate in completing infrastructure. The participation that parents have done is to improve children's parking facilities, to make them neater and *more representative.* Parents also stated that the efforts they have made to equip school facilities are repairing basketball courts and fertilizing plants in schools. The headmaster also stated that other efforts that have been made by the school to equip school facilities to be child-friendly are installing banners (warning boards), making hydroponic facilities, providing practical learning materials for making dayak clothes, optimizing facilities at the School Health Business (UKS), building security posts and healthy school canteens .

The aspect of educators and education staff of school principals stated that to increase understanding of children's rights, teachers have been given the opportunity to attend training with related agencies. In terms of parental participation, the principal stated that the school provides opportunities for parents who participate in the implementation of program optimization. Parents also stated that in participating they have made various efforts, including: (1) sending children to school because they fully believe in schools that have experienced the development of both physical buildings and programs, (2) active communication with schools, (3) accompanying children's learning at home, (4) giving approval for the implementation of school programs, (5) trying to attend meetings, (6) participating in supervising school programs, and (7) supervise their child's use of social media.

In the aspect of the partner (business world), the principal stated that the school has collaborated with the partner to sell the results of learning and habituation products related to the spirit of entrepreneurship and environmental care for all school residents. Products sold to partners are the results of hydroponic cultivation, plastic waste and used cooking oil. Based on the results of the researcher's study of school documents, the school has conducted

an MOU (*Memorandum Of Understanding*) with PT. Garuda Sinar Perkasa regarding used cooking *goes to school* on July 30 (thirty) in 2019, the agreement states that used cooking collection is carried out every 3rd (three) of every month. Cooperation with other businesses is carried out by making an MOU (Memorandum Of Understanding) with Graha Indah Farm regarding hydroponics. The agreement was carried out on July 30 (thirty) in July 2019, in the agreement Indah Farm helped SMA Negeri 9 Samarinda market hydroponic products.

The results of optimizing the child-friendly school program at SMA Negeri 9 Samarinda, according to the results of interviews with the principal, are that SMA Negeri 9 has become a city adiwiyata school in 2016, a provincial adiwiyata school in 2017, and a national adiwiyata school in 2019. Based on the results of a researcher's study of school documents, SMA Negeri 9 Samarinda received the title of a healthy school at the Samarinda City level in 2018. Another challenge according to the researchers' study from school documents is that SMA Negeri 9 Samarinda was awarded as a participating school in the implementation and evaluation of KLA (Child Decent City) in 2019 by the Samarinda City Government. The results of this research are also supported by the results of research conducted by Rangkuti Safitri, et al (2019: 49) which states conducive conditions encourage students to develop and excel in school.

3. Supporting and inhibiting factors for the implementation of child-friendly RPS optimization in humid forest climates at SMA Negeri 9 Samarinda

Based on the results of interviews with the four inforaman, namely principals, teachers, students and parents, the same statement was obtained that, the supporting factor for the implementation of child-friendly RPS optimization at SMA Negeri 9 Samarinda is good cooperation between school residents, parents and related parties. The relevant parties are sub-districts, puskesmas, KPAI (Maternal Child Protection Commission), Environmental Agency, Agriculture Office, and PDAM (Regional Drinking Water Company). Another statement from the headmaster about the supporting factors for the implementation of the optimization of child-friendly school programs is the policy from superiors in this case from the Provincial Education Office, facilities, finances and support from *stakeholders* (Khouzani et al., 2020).

In the aspect of inhibiting factors in the implementation of optimizing child-friendly school programs at SMA Negeri 9 Samarinda, from interviews with the four informants, various obstacles were found. The same statement from the principal and teachers about the constraints of implementing the program is that it is still a little difficult to motivate and familiarize the character of caring for the environment towards students. Another obstacle conveyed by the principal was natural factors, namely flooding and the school arena was near the farm so that there were many flies. This condition certainly makes the atmosphere in the school environment less comfortable for all school residents (Pettersson, 2021). The headmaster also stated that the *internal* constraint of the school is that there are still some teachers who still do not support the school program. In addition to these obstacles, the principal also stated that technical coordination is also an obstacle to the program, because now the management of SMA/SMK is under the auspices of the provincial government, while many activities related to child-friendly school-based programs are carried out by the city government. A different statement from parents about the inhibiting factor of implementing child-friendly school programs is their busy work, so that time to accompany learning or communication with their children at home is limited.

VI.   CONCLUSION

Based on the results of the analysis and discussion described in the previous chapter, conclusions can be drawn.

The planning process for optimizing the implementation of child-friendly RPS in a humid forest climate at SMA Negeri 9 has been carried out systematically and well, this can be seen from: (1) the planning process involves all parties, (2) program planning is outlined in one school document, (3) spreads to eight SNPs, (4) is compiled in RKAS, (5) the action plan is planned to be implemented there are twelve activity programs.

The implementation of child-friendly based RPS in a humid forest climate at SMA Negeri 9 Samarinda is carried out optimally, this can be seen from the six indicators that have been implemented, namely; (1) program policy with one of its efforts to make a declaration of non-violence and make order, (2) teaching and learning activities with one of its efforts to conduct learning that is contextual to the environment and fun for children, (3) infrastructure facilities with one of the efforts to optimize school facilities that are comfortable for children, both in the classroom and in the school environment, (4) P student participation with one of the efforts is to develop their interest talents through extracurricular activities, (5) Participation of parents with one of their efforts to actively communicate with the school and accompany their children's learning at home, (6) Supporting factors for

optimizing the implementation of child-friendly RPS in a humid forest climate at SMA Negeri 9 Samarinda are: (a) good cooperation between school residents, (b) good cooperation between schools and parents, (c) cooperation with related parties, (d) policies from superiors in this case the East Kalimantan Provincial Education and Culture Office, (e) optimal school facilities, (f) school finances, and (g) support from *stakeholders*. While the inhibiting factors are: (a) it is still a little difficult to motivate and familiarize the character of caring for the environment for students, (b) natural constraints, and (c) technical coordination constraints due to high schools / vocational schools under the management of the East Kalimantan Provincial Government, while activities related to child-friendly school programs are carried out by the Samarinda City Government.

VII.   SUGESSION AND RECOMMENDATION

The results of this research are so that in the future it can be used or recommended to SMA/SMK throughout East Kalimantan to carry out the development of child-friendly school programs. This is done to make it easier to realize East Kalimantan Province as a province whose cities are child-friendly, because the main indicator of child-friendly cities is that schools have implemented child-friendly school programs.

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