STRATEGY OF PRINCIPAL AND TEACHER EMPOWERMENT THROUGH EDUCATION PROGRAM CRITICAL SCHOOL CHILD FRIENDLY

Widyatmike Gede Mulawarman
Mulawarman University
Email: widyatmike@fkip.unmul.ac.id
Sitti Inniyah
Email: inny2612@gmail.com

Abstract

Community Service (PKM) aims to create a child-friendly school through empowerment of school principals and teachers as managers and actors of education who manage educational institutions. The method used in community service activities is the method of lectures and demonstrations. The lecture method for delivering Child Friendly School (SRA) materials and demonstration methods to provide training opportunities for participants to practice starting from identifying cases of violence, problems in the learning process that can be solved through the SRA program, designing SRA-based learning strategies, to writing SRA implementation review reports in Kongbeng District. Community service activities as a whole can be considered good, seen from the success of the target number of PKM activity participants reaching 55 teachers, considered good, the achievement of PKM goals is considered to be fulfilled the achievement of the material targets that have been planned is considered good, and the ability of participants in mastering the SRA material is considered good.

Keywords:

Teacher Empowerment, Child Friendly School Program, Discussion.

A. Introduction

Schools as formal educational institutions have a major contribution to carry out the educational process. Schools are a bridge to continue the steps of the younger generation to become educated individuals by instilling moral values and character education. Schools are expected not only to give birth to a generation who are intellectually intelligent, but also capable and intelligent emotionally and spiritually [1].

As a second home for students, school should be a place that is safe, comfortable, healthy, friendly and fun, for students in undergoing the learning process [2]. This is where they should get affection and learn to cultivate brotherhood values to respect, cherish, and appreciate each other among students [3].

Schools that are safe, comfortable and disciplined are schools where school members are free from fear, are conducive to learning and have good relationships among school members. Therefore, it requires high awareness and commitment from all stakeholders to build a harmonious relationship and respect each other to form a safe and comfortable school [4]. It's just that the notion of school as a safe and comfortable place for children is not entirely correct. The experiences gained during school are not always fun for students. In fact, violence is often born from this place. Acher emphasized that "violent behavior does not only include physical aspects of action, but also includes verbal, psychological, and symbolic violence or a combination of all these aspects". Forms of violence that are often found in school environments are bullying by teachers and peers, as well as non-educational forms of punishment for students, such as pinching, scolding with threats of violence, drying students in the field while respecting the flag. , sexual harassment, throwing with an eraser, yelling, kicking, hitting with hands or objects, and labeling ugly / stupid.

Some of the causes of violence in education arise due to violations accompanied by punishment, especially physical, due to the poor system and prevailing education policies, where the curriculum content only emphasizes the cognitive aspects of the ability and neglects education with affective abilities [5].

Cases of violence that befall children as students, of course, leave a burden that will continue to be an impression on the children. Psychologically, children become disturbed because they often get violent behavior, both physically and mentally. (Torro, 2019) The impact could be that the enthusiasm of children to study at school will decrease, even deciding to move or drop out of school because of the bad experiences they experienced while in school. Violent behavior is not justified in terms of disciplining students. Violence does not educate students to distinguish what is good and what is bad, and does not even stop wrong behavior if they are outside the reach of the attention of parents or teachers.

The emergence of violent behavior against children is of course contrary to Article 54 of the Child Protection Law, which states that "children in and in the school environment must be protected from acts of violence committed by teachers, school administrators or their friends in the school concerned, or other educational institutions ".

Child-friendly schools are schools that are now a dream for every student and parent, because in these schools students will get academic learning with feelings of joy and calm [6]. This program also acts as a spur for better schools by promoting children's rights without violence. The basic principles of child-friendly schools are developed from the United Nations (UN) Convention on the Rights of the Child. This principle was developed as a guide for *school and classroom management* to ensure all children have the right to access quality basic education. The child-friendly school model was developed by UNICEF as an effort to develop quality education for all children by taking into account the three most basic children's rights, namely provision, protection and participation.

As the purpose of formulating a child-friendly school policy is to fulfill, guarantee, and protect children's rights, and ensure that education units are able to develop children's interests, talents and abilities and prepare children to be responsible for a life of tolerance, mutual respect, and work together for progress. and the spirit of peace [7].

Child-friendly schools are a program developed by the government and have been implemented in every district / city because child-friendly schools are one of the indicators of a child-friendly city. Almost every district / city has a school pilot project from primary and secondary education integrating child-friendly schools into educational institutions. With the background of the situation regarding the introduction of the child-friendly school program (SRA), it has become a reference for community service targeting teachers (SD, SMP and SMA) as well as school principals in Kongbeng District, East Kutai Regency.

The determination of Kongbeng Subdistrict in Community Service (PKM) activities was based on the reason that the Master of Education Management Program previously together with Education Management alumni had carried out similar activities, namely PKM activities by inviting teachers. This year, due to the COVID-19 pandemic, PKM activities are implemented virtually, but the targets are different, namely: teachers and school principals as school members are required to understand the concept of the Child Friendly School Program which is designated as one of the indicators of a child-friendly city / district.

School is an educational institution that cannot be separated in everyday life. Schools are formal educational institutions that systematically carry out guidance, teaching and training programs in order to help students develop their potential both in terms of moral, spiritual, intellectual, emotional and social aspects [8]. This opinion is also in line with what was expressed by [9] that, "a school is an institution that provides lessons to its students". Based on these two statements, it can be concluded that school is a formal institution or institution that is used as a place for children to study, get the best possible education both in classroom and outside learning, and become a place for children to grow and develop. according to their respective abilities and potentials. School is a place where children get quality education and the best possible in life, for that learning and the environment provided by the school must characterize child-friendly. Friendly can be interpreted as kind-hearted and attractive to one's mind or sweet in words and attitudes [10]. If linked to the previous statement regarding the meaning of school, child-friendly school can be interpreted as a formal institution or institution that must uphold and prioritize the fulfillment of children's rights at school, both in providing friendly and fun learning so that it makes children enthusiastic in participating learning, or fulfilling children's rights in terms of providing adequate facilities and infrastructure that are child-friendly.

Child-friendly schools can be interpreted as a unit of educational institutions that can facilitate and empower children's potential so that children can grow and develop, participate and be protected from violence and discrimination. Schools must also create adequate programs and create a conducive and educational environment [11]. In line with this, child-friendly schools can also be interpreted as schools that are safe, clean and healthy and shady, inclusive and comfortable for the physical, cognitive, psychosocial development of girls and boys, including children who need special education and / or special service education. 12].

Based on these statements, it can be concluded that a child-friendly school is a school that seeks to guarantee and fulfill all rights possessed by children and protection for children from all forms of violence, discrimination and other mistreatment, both normal children and children with special needs in every aspect of life is planned and full of responsibility, so that children can grow and develop all their potential to the fullest. The rights that must be obtained by children at school include, among others, the right to get a friendly and non-discriminatory education, the right to freedom of opinion and respect for children's opinions, the right to obtain the physical environment of the school (buildings, yards and classrooms) and a safe, comfortable and clean school situation, as well as the right of children to have freedom to express themselves and be creative in accordance with their respective potential.

Child-friendly schools are developed with the hope of fulfilling the rights and protecting one third of children's lives (8 hours a day) while they are in an educational unit. [13] Child-friendly schools are a paradigm shift to make adults in educational units become parents and friends of students in their daily interactions in educational units, so that the commitment to make education units child-friendly schools is a very important commitment in saving children's lives. Child-friendly schools are a concept that includes variables such as school buildings, environment, teaching-learning process, resources and materials, teachers, principals, health, security, democratic participation and gender sensitivity. [14]

Child Friendly Schools are able to facilitate the talents, interests and types of intelligence of students, and have a safe, comfortable, friendly, healthy, and clean, green environment and school infrastructure with building construction that meets SNI. In addition, the principal designs a school work program that considers (1) aspects of student personality growth, (2) Has a student safety work program from home to school and / or school safety, (3) Every school member has a high awareness of disaster risks. natural disasters, social disasters, violence (bullying) and other threats to students, (4) Involving student participation in all aspects of school life and school activities, (5) Availability of student organizations that are oriented towards the development and character of students, (6) The creation of cooperation that is harmony between family, school, and community, (7 Ensuring transparency, accountability, participation, openness of information, and enforcement of school rules. [15]

B. Discussion

Participants / targets of community service activities are teachers and school principals at the elementary education level, SMP and SMA in Kongbeng Subdistrict, based on information from the Head of the UPT Pendidikan, Kongbeng District, said that 50 teachers (Civics, Indonesian Language, Biology and Physical Education) and 5 school principals in Kongbeng District have participated in PKM activities with the theme "Realizing *pilot projects* Child Friendly Schoolin Kongbeng District, East Kutai Regency. The activity methods used in service activities are: (1) Virtual presentation with PPT, namely virtual exposure used by the service team to convey / explain the principles of Child Friendly Schools, Child Friendly School procedures, implementation of Child Friendly Schools, and procedures for integrating schools. child friendly in school culture. Virtual exposure with a zoom program is supported by the use of laptops and to display service materials for a limited time and (2) Discussions are used by the community service team with the hope that participants can start practicing problem formulation in the learning process that can be solved by integrating child-friendly schools, learning designs child-friendly, to the integration of child-friendly school programs into management, planning of facilities and infrastructure with a child-friendly perspective, and writing child-friendly teaching materials. To optimize the implementation of this service, assistance is provided by the service team, namely in the preparation of child-friendly school management designs and planning child-friendly learning to improve the quality of school graduates.

1. Results of the Implementation of PKM

Activities Lecturer service activities with the theme "Increasing Motivation and Performance of Teachers in the Era of the COVID-19 Pandemic" with material entitled "Promoting the Implementation of Child Friendly School Programs for Principals and Teachers of SD, SMP and SMA in Kongbeng District", was carried out regularly. using the zoom meeting program on Saturday, November 28, 2020. This meeting was attended by 55 people consisting of 5 principals and 50 teachers (participant documentation attached).

The agenda for community service activities (PKM) is carried out virtually with the presentation of material from the resource person, namely a service team of 4 (four) people. Delivering material from one of the service teams, namely Dr. Widyatmike Gede Mulawarman, M.Hum. presents: Child Friendly School Program materials (principles, procedures, and implementation) and materials for writing child-friendly teaching materials. The delivery of the material was then continued with a question and answer session regarding the various obstacles faced by teachers in understanding the concept of Child Friendly Schools including the implementation of child-friendly schools in management, the learning process, the preparation of teaching materials and facilities /infrastructure that were child-friendly and a child-friendly environment.

2. Discussion on the Results of the Implementation of PKM Activities

The results of the implementation of community service activities as a whole can be seen based on the following components:

(1) Achievement of Target Number of Community Service Participants The

Target of training participants or target audiences is 53 people consisting of principals and teachers of SD, SMP, and SMA who are incorporated in the MGMP of District Kongbeng. In the implementation, this activity was attended by 53 teachers and school principals, there are several teachers who have activities in their respective schools. Thus the achievement of the target number of participants in PPM activities is actively involved in discussions and even wants to immediately practice/ implement child-friendly schools. Despite limited funds and time, activities can run smoothly or can be assessed as good.

a. Achievement of Community Service Goals

Achievement of Community Service objectives can be assessed as good because until the end of the activity the participants remained loyal to listen to and discuss the material for the Child Friendly School Program. In the discussion the participants shared cases they experienced during their teaching related to cases in dealing with children's problems. The obstacles faced by teachers in implementing child-friendly schools in schools are still confused, because they still think that child-friendly schools are building new school facilities, but actually adjusting to existing programs. Another problem is the individual problem is being busy at school and the lack of ability to design SRA programs, therefore it is necessary to promote a culture of writing child-friendly teaching materials. In this service activity, the service team tries to provide assistance for elementary, junior high and high school teachers in Kongbeng District who are interested in implementing SRA in planning, organizing, implementing, monitoring and evaluating an educational institution for the realization of the quality of education.

b. Achievement of material targets that have been planned

Achievement of material targets that have been planned in this service activity can be considered very good (100%). All material that has been planned can be delivered to the participants, although due to time constraints there are some materials that are only presented in an outline.

c.The ability of participants in mastery of the material.

The ability of participants seen from their mastery of the material can be assessed as good (80%) This can be seen from the ability of the teachers in practical activities in the form of SRA planning, planning, organizing, implementing and monitoring and evaluation in educational institutions that will be carried out, as well as enthusiasm in virtual events by asking some questions. Overall, the service activities for elementary, junior high and high school teachers in Kongbeng District, measured from the four components above, can be considered quite good. This is thanks to the support of many parties, especially the UPT / Head of Education Services. MGMP, Kongbeng District.

(2) Documentation Attachments

The Coordinator of the Master of Education Management gave a speech as well as opened Community Service activities

The Head of the Kongbeng District Education Service Unit gave a speech as the host
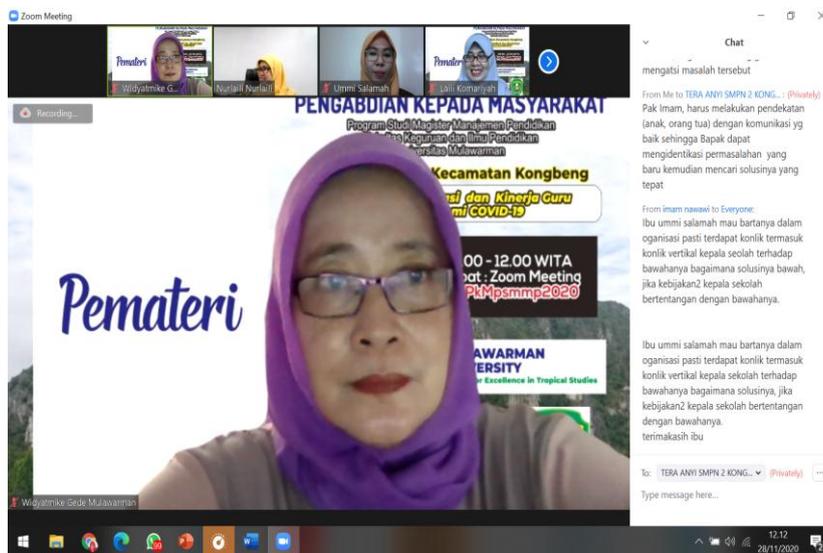
Speaker: Widyatmike Gede Mulawarman, delivering material with the title "Management of Child Friendly School Programs" which is integrated into Teaching and Learning Activities and Learning Tools for
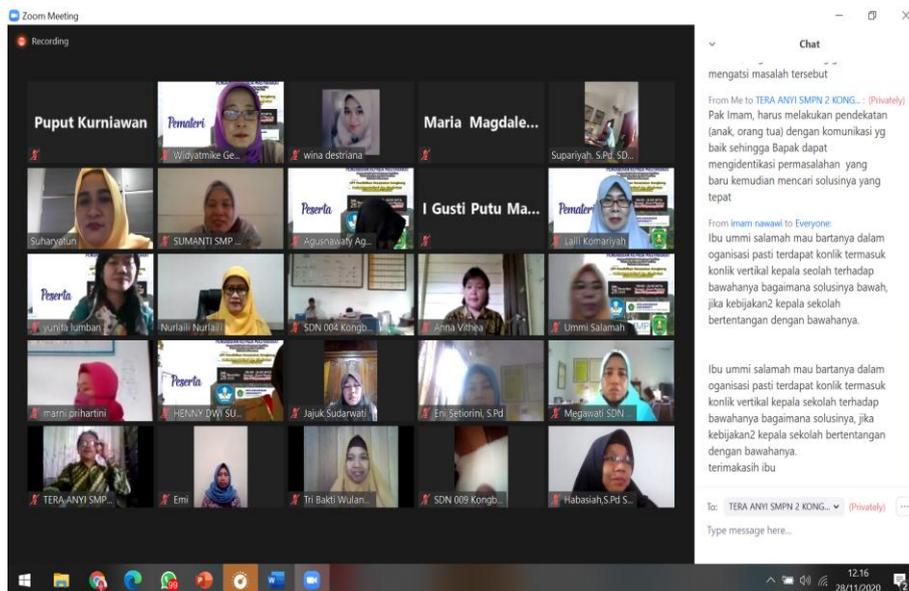
Participants (Teachers and School Principals) listening to material exposure fromspeakers

Discussionmarked by questions and answers between PKM participants and resource persons

C. CONCLUSION

a) service activities Community carried out by the PPM Team for the Master of Education Management (MP) Program with the lecture, discussion and demonstration (performance) method have been able to increase the understanding of elementary, junior high and high school teachers in Kongbeng Subdistrict regarding the Child Friendly School Program and it is hoped that teachers can integrate Child Friendly Schools in planning, Monev implementation, monitoring, and evaluation of school management.

b) Writing teaching materials and characters with a child-friendly school perspective is expected as an effort to implement developing the profession and simultaneously assisting teachers in achieving the credit score needed for promotion.

D. Suggestion

a) In order for the implementation of the service activities regarding the Child Friendly School Program to achieve the expected targets, it is necessary to have field observations regarding the needs of school principals, elementary, junior high school and high school teachers in Kongbeng Subdistrict which is the location of the service.

b) It is hoped that similar service activities can be carried out in the following years in other locations to bridge universities and schools to participate in improving the quality of education in Indonesia.

REFERENCES

1. Y. Stukalina, "Management of The Educational Environment: The Context in which Strategic Decisions are Made, " *Procedia - Soc. Behav. Sci.*, vol. 99, pp. 1054–1062, 2013, doi: 10.1016 / j.sbspro.2013.10.579.
2. S. Kaharu, "Implementation of Environmentally Cultured Child Friendly Schools in SDN 2 Tabongo, Gorontalo District," *Thesis*, vol. 1, no. 131413036, 2019.
3. WB Sulfemi, "Non-Formal Education Management Module," 2019.
4. M. Maziah, R. Saemah, and J. Nooraziah, "Child-friendly Approaches: Choosing the Best Educational Psychology Tool to Teach Healthy Behavior for Kids, " *Procedia - Soc. Behav. Sci.*, vol. 191, pp. 435–441, 2015, doi: https://doi.org/10.1016/j.sbspro.2015.04.679.
5. J. Watson *et al.*, "Child's play: Harnessing play and curiosity motives to improve child handwashing in a humanitarian setting," *Int. J. Hyg. Environ. Health*, vol. 222, no. 2, pp. 177–182, 2019, doi: https://doi.org/10.1016/j.ijheh.2018.09.002.
6. P. Gray, "'Child friendly' international human rights standards and youth offending team partnerships," *Int. J. Law, Crime Justice*, vol. 45, pp. 59–74, 2016, doi: https://doi.org/10.1016/j.ijlcj.2015.11.001.
7. NI Zulkifli, RA Majid, and A. Hassan, "The Assessment of Children's Performance at Child Care Center," *Procedia - Soc. Behav. Sci.*, vol. 234, pp. 64–73, 2016, doi: https://doi.org/10.1016/j.sbspro.2016.10.220.
8. Yusuf, "The Skills Approach of How to Activate Students in Learning," in *Gramedia*, Gramedia, 2001.
9. Hamalik, "Class Assessment Model: KTSP SD / MI," *Research and Development Agency Curriculum Center. Ministry of Education.*, Jakarta, 2001.
10. Ranti Eka Utari, "Implementation of the Child Friendly School Program in Junior High School 1 Tempuran, Magelang Regency," *Thesis*, 2016.
11. LH Sholeh, Asrorun Ni'am, "Guidelines for Friendly Schools and Madrasahs Children, "in *Erlangga*, Erlangga, Ed. Jakarta: Erlangga, 2016.
12. et al Supiandi, "Technical Guidelines for the Implementation of Child Friendly Schools of the Ministry of Women Empowerment and Child Protection of the Republic of Indonesia.," *(Http://gerashiaga.files.wordpress.com)*, 2012..
13. E. KLA, *Child Friendly Schools*. 2017.
14. F. Çobanoğlu, Z. Ayvaz-Tuncel, and A. Ordu, "Child-friendly schools: An assessment of secondary schools," *Univers. J. Educ. Res.*, 2018, doi: 10.13189 / ujer.2018.060313.
15. U. Iskandar, "Definition and Standards of Healthy, Safe, Child Friendly, and Fun Schools," *(http://urayiskandar.com/2015/081)*, 2015.
16. ATH and Rahmawati, "Child Friendly Schools at SD Muhammadiyah Pajangan 2 Berbah, " *J. Educator. Basic Islam*, 2019.
17. JD Gorski and L. Pilotto, "Interpersonal violence among youth: A challenge for school personnel," *Educ. Psychol. Rev.*, 1993, doi: 10.1007 / BF01332399.
18. A. Putri and Akmal, "Child Friendly Schools: Challenges and Implications for Fulfilling Children's Rights," *J. Civ. Educ.*, 2019.
19. UNICEF, "Summary of Child Protection Assessment," *UNICEF Indonesia.*, 2012.
20. SS Ndari and C. Chandrawaty., "The Role of Teachers and Parents in Implementing Child Friendly Schools Without Violence through Parenting in PAUD Bintang and PAUD Rumahku," *Pros. Kolok. Dr. and Semin. Has. Researcher. Grants*, 2019, doi: 10.22236 / psd / 11480-49692.
21. KR Yosada and A. Kurniati, "Creating Child Friendly Schools," *J. Educator. Dasar Perkasa*, 2019, doi: 10.31932 / jpdp.v5i2.480.
22. S. Rangkuti, "Analysis of the Implementation of Child Friendly School Policy at SMP Negeri 6 Depok," *J. Chem. Inf. Model.*, 2019, doi: 10.1017 / CBO9781107415324.004.

Dr. Widyatmike Gede Mulawarman, M.Hum., Was born in Tarakan, fifty-seven years ago, to be precise December 30, 1964. He completed his bachelor's degree in Indonesian Literature at the Faculty of Letters, Diponegoro University, in 1988; Master of Indonesian Literature was completed in 1998 at Gadjah Mada University and in 2012 he completed his doctoral study in Educational Management at the State University of Jakarta. After completing the Undergraduate Program at the Faculty of Letters Undip, he tried to take the lecturer acceptance test at Mulawarman University, Samarinda. Alhamdulillah, since 1988 - now, he has been a lecturer at FKIP Mulawarman University, Indonesian Language and Literature Education Study Program. In addition to teaching in the Undergraduate Program, he also teaches in the Masters Program in Indonesian Language and Literature Education, Master Program in Educational Management and the Doctoral Program in Education Management.

Active in Women's Empowerment and Child Protection activities, she is involved as a Regional and National Facilitator for Gender Mainstreaming (PUG-PPRG), Community-Based Integrated Child Protection (PATBM) and Child Protection Systems (SPA).

On this occasion I would like to especially thank **Prof. Dr. Abdul Rahmad, S.Sos.I., M.Pd.** who have given the opportunity to write this book chapter, in collaboration with Indian Publishers, good luck and success, thank you