

MANAGEMENT OF CHILD-FRIENDLY SCHOOLS DEVELOPMENT IN EDUCATOR ADMISSION SYSTEMS IN EXTRAORDINARY SCHOOLS

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MANAGEMENT OF CHILD-FRIENDLY SCHOOLS DEVELOPMENT IN EDUCATOR ADMISSION SYSTEMS IN EXTRAORDINARY SCHOOLS

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Abstract:

Background: The recruitment of teaching staff is a problem in the teaching and learning process, especially in special schools. This condition becomes an important problem when the teacher recruitment system does not meet the National Education Standards. The focus of this research is the integration of child-friendly schools in recruiting educators in special schools using a gender perspective method with the *Gender Analysis Pathway* as an analysis method. The research objectives are to 1) Describe the management of the recruitment of teaching staff in integrating child-friendly schools at the Tunas Bangsa Balikpapan Special School, 2) Describing leadership and policies in integrating child-friendly schools in the Tunas Bangsa Balikpapan Special School, 3) Describing leadership barriers in integration management child-friendly school at Tunas Bangsa Balikpapan Special School.

Materials and Methods: Data collection techniques use primary data in the form of interviews, direct observation of school principals and educators by paying attention to the competence of school principals and educators based on gender by considering the potential advantages possessed by male and female educators. Secondary data in the form of documentation. Informants owned by school principals, deputy principals, administrative staff, educators and students. The data analysis technique uses the Gender Analysis Pathway (GAP) by paying attention to the gaps that occur during the recruitment of school principals and educators by carrying out stages such as data reduction, data presentation and conclusions.

Results: The results showed: the recruitment of education personnel in an effort to improve professional academic services was not carried out in accordance with the recruitment procedure of the head, education was only based on the proximity factor without considering what the children actually needed. As for the stages of recruitment of school principals and educators, the obstacles to the management of integrating child-friendly schools are not yet available educators who meet the qualifications with a special school education background, educators do not have commitment to school, the principal also plays a role as educators in other schools so that they do not can be maximized in carrying out his role as principal. The management solution for integrating child-friendly schools attracts more professional educators with a special needs school education background and is committed to schools, improving the school management system as a child-friendly school. The management of integrating child-friendly schools has not been implemented optimally. The leadership has not been able to carry out management processes such as planning, organizing, directing, monitoring, empowering, motivating and evaluating optimally because of limited time in carrying out their functions as a leader.

Key Word: *Management; Child Friendly School Development; Educators; Special Schools; Qualitative*

I. Introduction

Recently, cases of violence against children have increased in the world of education. Schools as social institutions are expected to be able to meet the expectations and needs of the community regarding quality education that is able to prepare resources that can compete in an increasingly world arena complex. For this purpose, performance school becomes a non-negotiable condition related to the general characteristics of schools which can be seen from the form and nature of the school organization [1]. Schools that have quality will be seen from the output produced and have graduates who are useful in society.

Government Regulation of the Republic of Indonesia No. 19 of 2005 article 19 concerning Process Standards explains that the learning process in educational units is organized in an interactive, inspirational, fun, challenging, motivating students to actively participate and provides sufficient space for initiative, creativity, and independence in accordance with talents, interests and physical and psychological development of students [2]. Therefore this learning process is in line with the child-friendly school model. Child-friendly schools are schools / madrasahs that are safe, clean, healthy, green, inclusive and comfortable for the physical, cognitive and psychosocial development of girls and boys including children who need special education and / or special service education [3]. Education is a means to develop students' interests and talents according to their potential [4]. Child-friendly education is to create a conducive learning community, so that children can learn effectively in an

atmosphere that provides a sense of security, respect without threats, and encourages [5].

Child-friendly schools ensure every child is inclusively in an environment that is physically safe, emotionally protective and psychologically supportive. The teacher is a major factor in creating an inclusive and effective classroom. Naturally, children like to learn, but this ability is sometimes minimized or even ignored [6]. The ability of schools to be or to call themselves 'child friendly' is closely related to the support, participation, and cooperation obtained from families [7]. Child-friendly schools aim to build a learning environment so that children are motivated and able to learn. A child-friendly school environment is welcoming and open to the health and safety needs of students. In fulfilling the rights of these children, educators are required to provide the maximum possible service and educational patterns that focus on students (*student center*). Schools as implementing agents for the educational process must have a friendly culture in carrying out their functions to achieve educational goals. Violence that can occur in schools by teachers, employees or other closest parties in the school environment will have an impact on students' physical and psychological aspects [8].

The child-friendly education model treats children according to the characteristics of the child. Children have various characteristics, one of which likes to play, joke, be nosy, at will, and likes to move around. These characters must be able to be accommodated by providing a friendly education, namely education that can include all the characters previously described. One of them is by applying an innovative and learning model to fun. As an educator, the teacher must be able to understand the character of each child, so that there is no coercion on the child, but with approach positive *thinking*[6]. In addition, in administering an education that is given to children, it should be designed so that it can influence their thinking patterns, action patterns, problem solving methods and *performance*. To allow such a learning process to occur, schools must create an *atmosphere* that makes children feel comfortable and happy while in the school environment [9].

Educational institutions that implement this child-friendly school program are very suitable to be applied in educating school-age children in general, especially for children with special needs, considering the number of Children with Special Needs (ABK) in Indonesia from year to year tends to show an increase, but the existing data has not been detected accurately. The results of a survey conducted by the Ministry of Social Affairs' Data and Information Center in 2018 totaled 1.6 million children with special needs in Indonesia, only 18 percent of whom have received inclusive education services. Approximately 115 thousand children with special needs attend special schools, while the ABK who attend regular schools implementing Inclusion Schools total around 299 thousand. The number of Special Schools (SLB) in Indonesia in 2018 was recorded at 2,168 schools. The gross enrollment rate (APK) which is still very low, which is between 20-25%, is anticipated by the government with an inclusive school policy based on the Minister of National Education Regulation Number 70 of 2009 concerning *inclusive education for students with certain disabilities and potential intelligence and / or a special talent*. However, in its implementation, it is still inadequate so that there are still many ABK (Children with Special Needs) who cannot enjoy education. One of them is the limited number of special education teachers who are able to assist and educate children with special needs [10].

This problem is what causes the author to want to reveal the problems that occur in special schools where there are very few professional educators in accordance with the profession as teachers for children with special needs. This problem is made possible by the recruitment system and leadership management in special school management so that it is necessary to integrate child-friendly schools in recruiting and managing in the implementation of an education system for children with special needs.

II. Materials and Methods

2.1 Management Concepts Th

Term management has many meanings. Management comes from the word *to manage* which means to regulate. [11] Arrangements are made through the process on the basis of the order of the management functions. Thus, management can be formulated as a process to achieve the desired goals. According to Gareth R. Jones, *management is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently (2004: 4)*. Management is about planning, organizing, leadership and controlling human resources and other resources to achieve organizational goals effectively and efficiently. According to Henry, *management is the coordination of all resources through the processes of planning, organizing, directing, and controlling in order to attain stated objectives (Henny L Sisk, 1999: 10)*.

Management is defined as the coordination of all resources through a process of planning, organizing, guiding and controlling to achieve the stated goals. As mentioned M. Ngalim Purwanto, quoting from Arifin Abdurachman, defines management as activities to achieve predetermined goals and objectives by using executors [12]. Another opinion shows that management as a science and art regulates the process of utilizing human resources and other resources effectively and efficiently to achieve certain goals. [13] From some of the above definitions it can be concluded that management is a process that involves functions such as planning, organizing, mobilization and supervision of existing human resources to achieve the stated goals effectively and efficiently.

2.2 Child Friendly Schools as One of the Indicators of Adequate Cities

Child-friendly schools are programs to create safe, clean, healthy, caring, and cultured environmental conditions, which are able to guarantee the fulfillment of rights and protection of children from violence, discrimination and other mistreatment, as long as children are in education units, and support children's participation, especially in planning, policy, learning and supervision. Child Friendly Schools do not aim to build a new school, but to condition a school to be comfortable for children, and ensure that schools fulfill children's rights and protect them, because schools are second homes for children, after their own homes [14].

a. Principles of Child Friendly Schools The

Establishment and development of CFS is based on the following principles:

- 1) Non-discrimination means ensuring the opportunity for every child to enjoy the right to education without discrimination based on disability, gender, ethnicity, religion, and parental background [15] [16];
- 2) In the best interests of the child, meaning that it is always the main consideration in all decisions and actions taken by managers and providers of education relating to students;
- 3) Life, survival and development, namely creating an environment that respects the dignity of the child and ensures the holistic and integrated development of each child;
- 4) Respect for children's views, which includes respect for children's rights to express views in all matters affecting children in the school environment; and
- 5) good management, which means ensuring transparency, accountability, participation, openness of information, and the rule of law in education units [17].

b. Components of Child Friendly Schools The

Implementation of Child Friendly Schools (SRA) is carried out by referring to the 6 (six) important components below: a) SRA policies, which include: (1) Having an anti-violence policy against students. There is a written commitment in the form of a pledge to prevent violence against children, in the form of a fact of integrity; (2) Making efforts to prevent students from dropping out of school; (3) Ensuring, protecting, and fulfilling the rights of students to practice worship in accordance with religion; (4) Integrating health materials into the learning process; and (5) Integrating environmental materials into the learning process. As for learning that develops Child Friendly School management, it should fulfill: (1) not gender bias, (2) non-discriminatory and (3) provide a fair, accurate, informative picture of society and local culture.

2.3 Method

The author uses the methods of field research(fieldresearch)[18] with a qualitative approach. This field research describes the data obtained from respondents, in the form of information, pictures, and not numbers. The purpose of this research is to make a systematic description, description or painting of the management of integrating child-friendly schools in the recruitment and leadership system at the Tunas Bangsa Balikpapan Special School.

Data provision stage

At the stage of providing data, this is done using the following methods:

1). Observation

Observation is a systematic observation and recording of symptoms that appear on the object of research. Observation and recording are made of objects at the location or place where the event took place. This observation method consists of two types, namely participant and non-participant observation. With various considerations, in this study, researchers will use the non-participant observation method. Researchers only made observations and data collection, and were not involved in the process that occurred in the recruitment of teaching staff at SLB Tunas Bangsa Balikpapan.

2) Interview

In qualitative research, the interview is one of the most important procedures for collecting data, because a lot of information is obtained by researchers through interviews. According to Arifin (1998), what is meant by an interview is a conversation that aims to obtain current constructs about people, events, activities, organizations, feelings, motivations, recognition, worries and so on. According to Lincoln and Guba (Moleong, 2016: 67) interviews aim to construct people, events, organizational activities, feelings, motivations, caring demands and others. In this study, unstructured in-depth interviews were used. In an unstructured interview, as much information as possible will be obtained, both confidential and sensitive during the interview. In this interview, the targets were the teaching staff appointed by the Foundation, the Principal, the Deputy Principal, the Administration Staff, teachers and students. In the interview with the principal, the questions were focused more on the role of the principal in an effort to improve the quality of education regarding the *output* of students, teachers and the entire school environment through the recruitment management of educators. Interviews with TU

staff are more focused on the role of the TU in recruiting educators. Interviews with teachers focused more on how they were recruited to become teaching staff at SLB Tunas Bangsa Balikpapan.

3) Documentation Study

Provision of data with documentation, namely examining documents in the form of school profile documents, school management structures and documents of teaching staff recruitment requirements.

Data Analysis Phase

In the data analysis phase begins with the following stages:

(a) Data Reduction (*Reduction*)

After processing the data, the next action is the reduction of data. Data reduction is the process of selecting, simplifying and validating the results of interviews, observations, and documentation in the field. Based on the results of data reduction in the field, the authors make a summary and conclusions.

(b) Data Presentation (*Display*)

Presentation of data means the process of submitting research reports in writing. At this stage, the researcher presents the findings in a narrative form. The researcher checks the completeness of the data, the completeness of the facilities, the correct source of information and the coding to make it easier for the researcher to collect the next data.

(c) Withdrawal Conclusion (*Conclusion Drawing / verifying*)

In drawing conclusions, the researchers first made a tentative conclusion, then a more detailed conclusion. The final conclusion is made based on the results of the analysis of the results of interviews, observation and documentation. Conclusions are drawn after the researcher collects and sorts all data, both notes in the field and documentation [19]. The researcher reads and checks all the data. After that, the authors entered the data according to their categories. Each category and data unit is described in the research report.

III. Results and Discussion

Description of the results of this study refers to the problems and focus of research, namely knowing the management of integrating child-friendly schools in the recruitment of education personnel in an effort to improve professional academic services, knowing the barriers to management of integrating child-friendly schools in the recruitment of education personnel in an effort to improve professional academic services, know the management solutions for integrating child-friendly schools in the recruitment of education personnel in an effort to improve professional academic services, knowing the management of integrating child-friendly schools in leadership in efforts to improve professional academic services and knowing the policies of the management of the management of integrating child-friendly schools in an effort to improve professional academic services.

The results of the study were obtained through direct interviews with school principals, deputy principals, administrative staff, teachers and mentally retarded children. The results of this study were also obtained through observation, in addition by looking at the documentation related to the Management of Integrating Child Friendly Schools in the Recruitment and Leadership System at the Tunas Bangsa Balikpapan Special School. After the researcher collected data, reduced the research data, organized the data and verified the research data, the sub-chapters were in accordance with the research objectives.

1. The management of the recruitment of teaching staff in integrating child-friendly schools in the Tunas Bangsa Balikpapan Special School.

Recruitment of education personnel is very important because it fulfills the needs of teachers according to the expected specifications of educational personnel. The recruitment of education personnel goes through several stages that must be carried out to obtain teachers according to established criteria.

a. Special Recruitment Planning

Education, as contained in Law Number 20 of 2003 concerning the National Education System, article 50: explains that education is directed at developing attitudes and abilities of children's personalities, talents, mental and physical abilities until they reach their optimal potential. Special education aims to equip students with special needs to be able to play an active role in society. In PP No. 72 of 1991 explained that: Special education aims to help students with physical disabilities and / or to be able to develop attitudes, knowledge, and skills as individuals and members of society in making reciprocal relationships with the social, cultural, and natural environment and being able to develop skills in the world of work.

Recruitment planning at SLB Tunas Bangsa has only been carried out in the last two years considering the development of schools and to control school administration. Outline planning is made by the principal and vice principal which will be discussed at school meetings. Plans were made for their needs of education personnel who do not fit the needs of the school in which the ratio of teachers to students in special schools is 1: 8, while the conditions that occur in SLB Tunas Bangsa varies between 1: 8 but there is also a 1: 13.

There are still many teaching staff who teach in one class exceeding the maximum number of study groups determined by KEPMENDIKNAS Number 051 / U / 2002 concerning Student Admission in Kindergartens

and Schools. In grade 3 and 4 SD majoring D (disabled) must be concurrently a teacher. This happens because of the lack of teaching staff in the department or specialists in these disabilities. In class VIII and IX SMPLB, they also had to be combined in one class due to the lack of teaching staff, even though the number of study groups in that class was quite large. The increasing number of tertiary institutions opening special education majors could provide a solution to the shortage of teachers in special schools, but in reality the number of teaching staff in special schools is still very minimal.

The problems of human resource shortages will be resolved if the teachers adjust their skills to the needs of these students. So teachers, preferably people who are trained in the rehabilitation program. With this ability, [20] believes that teachers will be able to help students carry out normal life activities, get jobs that are suitable for their conditions, and overcome a number of challenges in the world of work. However, unfortunately, the obstacle that often occurs for the development of teacher skills is the difficulty of funds which results in a lack of facilities in the classroom and teachers only function to provide security. And the result for students is to get a little experience while in the school environment. That is, an adequate school environment.

The key to the success of teaching and learning activities lies in the teacher. With a good teacher, even a very bad system can improve. Annex to Permendiknas Number 16 of 2007 Concerning Academic Qualification Standards and Teacher Competencies, states that academic qualifications of SDLB / SMPLB / SMALB teachers, or other forms equivalent, must have a minimum academic qualification education diploma four (D-IV) or undergraduate (S1) special education programs or undergraduate in accordance with the subject being taught / taught, and obtained from an accredited study program, has teacher training and experience, teacher support, parent involvement, inclusive environment, inclusive attitude, individualization of the curriculum, physical environment and vision aids) will be able to shape the development of students in various aspects so that they can adapt to all environments [13].

The background of the teaching staff at SLB Tunas Bangsa is 16 people. There are 1 teacher with a master's education background, 5 teachers with an undergraduate education background, 7 teachers with a general undergraduate education background, and 2 teachers with a high school education background. Judging from the background of the teachers, it can be seen that there is a gap in the number of teachers with an undergraduate degree in special education and teachers with a general undergraduate degree, and some teachers with high school education.

The limited number of special educators can also have an effect on the performance of teaching staff. This is because the number of study groups in one class exceeds the maximum number determined by KEPENDIKNAS, resulting in the teaching and learning process not running effectively and efficiently. Another thing that can affect the performance of education personnel is the proportion of teaching workload teaching staff per week. Ideally, a teacher has a teaching load of at least 24 hours / week, but in fact there are still many teachers in these special schools whose teaching staff has a teaching load of more than 24 hours per week.

Planning made should include job analysis, job description and job specifications, but this cannot be applied because teachers who come to apply have inappropriate educational background specifications and competencies. Teachers needed are S1 PLB teachers but those who come to apply are teachers with a general undergraduate education such as majoring in economics, mathematics or socio-politics. Meanwhile schools really need teachers to fill teacher vacancies and to fill additional classes or fill classes where the teacher has stopped teaching. Schools are forced to accept teachers who come to apply because of the urgent need for teachers even though they do not meet the predetermined criteria.

b. Recruitment

Process The recruitment process consists of recruitment preparation, disseminating announcements, receiving applications and conducting selection. These processes at SLB Tunas Bangsa cannot be carried out because these stages can be carried out if the number of teachers applying consists of several people with varying competencies, so that the school has the right to make a selection to get the best teacher.

The recruitment system at SLB Tunas Bangsa cannot be carried out according to the stages of recruitment, starting from recruitment preparation to the selection of new teacher admissions. After the teacher recruitment plan is determined, then the dissemination of the teacher recruitment announcement will be carried out. This is also not done formally but is done informally, namely through *Facebook* or through information conveyed directly by teachers who teach at SLB Tunas Bangsa. Acceptance of applications is also carried out directly when a teacher applies and the selection is carried out after the file is checked by administrative staff or the deputy principal of the school.

The preparation process carried out at SLB Tunas Bangsa cannot be implemented systematically and thoroughly, preparation should have started with the formation of a committee for new teacher recruitment. This has been done but not in writing because there are no documents that support the formation of a teacher recruitment committee, the next stage of reviewing various laws or government regulations, foundation regulations regarding teacher admission regulations, has been carried out by looking at teacher needs by looking at teacher ratios and students but cannot be implemented, then the requirements for applying to become new teachers must be prepared,

establishing new teacher registration procedures, establishing new teacher recruitment schedules and preparing the facilities needed in the new teacher recruitment process, such as media for announcing new teacher admissions, format of recruitment, applicants, and the recapitulation format of applicants received.

So far, this process cannot be carried out due to limited costs for promotion and selection implementation costs. Apart from that, the limited number of teachers who came to apply so that the selection could not be carried out, the competitiveness of entering SLB Tunas Bangsa, which is a private school, was still very low because the salaries offered were still low and did not attract teachers to teach at this school.

c. New Teacher Selection Process The

The process of selecting new teachers cannot be carried out due to its limitations teachers who come to apply with a specific educational background which is not in accordance with the needs of the teacher. Specifying certain things are needed in special schools in contrast to schools other common because students are faced with special needs, so it takes teachers who have teaching ability to be able to develop students' abilities to be independent.

Based on the available data, it can be seen that there are only 5 teachers who have a special education background in PLB, while 7 teachers with a non-special education education are added by 2 teachers with high school education.

There are several non-formal conditions that are considered more important by the principal when accepting, namely the teacher must be patient, painstaking, sincere and skilled because teachers in special schools are like class teachers who must be able to teach both formal and informal lessons or special program lessons such as singing, music, sewing, cooking, sports and more.

The education system unit can run well depending on several factors, such as teachers, students, curriculum, and facilities. From these factors, teachers are the ones who get a lot of attention and are used as studies because they are the main axis of the entire educational structure (Rao & Sridar, 2003). With a good teacher, even a very bad system can improve. Appendix to Permendiknas Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, states that the academic qualifications of SDLB / SMP LB / SMALB teachers, or other equivalent forms, must have a minimum educational academic qualification of diploma four (D-IV) or undergraduate (S1) programs. special education or undergraduate in accordance with the subject being taught / taught, and obtained from a program accredited study.

Thus, the responsibility for the education of special needs children is by special school teachers. Special education teachers are one of the components of education that directly affects the level of children with special needs in carrying out their development, good mentality, and perform administrative and structural tasks in school organizations. Because special school teachers will face students with conditions that are very different from regular students, providing needs according to the type of student's mental disability / level, teachers need to teach various simple things in a creative way, build self-confidence, independence, career preparation, social skills, and more. Often times, being a special school teacher is a "heart call" because it is a tough task and requires full commitment.

These seven dimensions are needed in the formation of a school climate that supports the development of extraordinary students [23].

a. Obstacles in recruitment

1) Planning

A good management activity certainly begins with careful and good planning. Planning is done in order to avoid unwanted errors and failures. In every activity, of course, there are several obstacles faced in management as well as in terms of teacher recruitment planning where the obstacles encountered are limited costs for preparing a good recruitment system starting from the preparation, selection process and acceptance of new teachers.

It cannot be denied that salary is a matter of great concern to prospective teachers when going to teach, salaries that are not in accordance with the tough task of dealing with children with special needs cause many teachers to leave so schools must immediately find replacement teachers even though their qualifications do not meet the requirements because the most important thing is that there are teachers who teach students [7].

The school actually hopes to get teachers who have a special education background but the school is unable to offer a sufficiently adequate salary for the teacher vacancies, so the teachers who come to apply do not all have a special education background, in fact the school can open announcements outside Kalimantan, to get a teacher with a special education background because in Kalimantan there is no college with a special education department but with a limited salary it will be difficult to recruit teacher candidates as expected, like other private schools that can select prospective teachers because the facilities and salaries offered are adequate.

Some of the things that determine the selection of recruitment techniques are the coverage of: (1) the aspect of available costs; (2) a department that requires employees of an agency. If an organization requires a large number of employees, then to recruit by choosing the technique *Centralized Recruitment* (centralized recruitment), but if an organization only requires a limited number of employees according to needs, then choosing the technique

Decentralized Recruitment (recruitment is not centralized). The technique that the school does according to the results of existing interviews is to use the name technique *request* and also *Decentralized Recruitment technique*. Where schools do this technique by only providing information to school residents so that school residents will find new prospective teachers who match the qualifications needed by the school. This is because what the school needs does not match the applicants who have entered the school.

2) Recruitment

The recruitment process requires stages that must be passed and not all processes can be carried out due to limitations related to the number of applicants who come not according to predetermined criteria and the stages cannot be carried out systematically such as the recruitment process in companies. -company. The first stage that the applicant goes through is to accept the prospective teacher who comes to apply and then checks the documents whether they meet the desired qualifications or not. The current fact is that the teachers who teach at SLB Tunas Bangsa Balikpapan do not have a special education background, except for the principal who happens to be a teacher at a public special school.

The teachers in SLB Tunas Bangsa all do not have a special education background, 5 teachers who have a special education background in SLB Tunas Bangsa initially have a general undergraduate education and high school education, at the policy of the mayor of Balikpapan, the 5 teachers were sent to school in Special Education at Mulawarman University, after that, there are no more teachers who apply for special education education because all of them have a general undergraduate education background, namely 2 S1 Economic Education, 1 S1 Civil Engineering, 2 S1 Mathematics Education, 2 people S1 Fisipol and 2 high school education people.

When viewed from the presence of these teachers, it can be seen that the teachers accepted at SLB Tunas Bangsa did not go through the proper selection process. because the educational background of special education has never been fulfilled, because for schools commitment, patience, earnestness and *painstaking* are unwritten conditions that must be fulfilled as well as willingness to receive rewards as described.

Teachers who have patience, earnest, commitment and *painstaking* are absolute requirements that must be possessed by a teacher, especially teachers who teach in special schools because students face more difficulties than teaching in public schools with different student conditions. Teachers must be patient in dealing with children's behavior and patterns that are sometimes uncontrollable, some are running, some are screaming and some are hitting, all of which must be faced with high patience to face them and create a protective Child Friendly School. children from physical and psychological violence, *bullying* and so on.

This is in line with Law No. 23 of 2002 Article 54 **concerning Child Protection which reads:** "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 ". From this article, it can be concluded that a child should feel safe and comfortable during the learning process. One of them is by creating a child-friendly environment, namely creating a safe, comfortable, healthy and conducive atmosphere, accepting children as they are, and respecting children's potential. [24]

3) The process of selecting new teachers

The process of accepting educators as a complement to the conditions of teaching staff must meet the objectives the main selection is to: 1) Fill vacancies with personnel who meet the specified requirements and considered able to carry out tasks in job, the get satisfaction in his post so that it can survive in the system, and become a contributor effective for the achievement of objectives in the system, have the motivation to develop self. 2) Helping to minimize the waste of time, effort and costs that must be invested in the education development of employees.

In principle, selection is the determination of employees who will join the organization or company by selecting competent human resources so that the organization or company will easily achieve its goals. The selection process carried out by schools is basically when looking at the needs of teachers in schools.

In this process, schools must choose resources that will become new teachers in schools to fill the vacancies or shortages of teachers in schools with the aim that the school teaching and learning process continues in accordance with the system. This selection process is the same as the process carried out in recruitment. In this process, schools are required to be able to determine competent human resources in their fields to join the school. The first thing schools do is check all application files that have entered the school [25]. Then look at the suitability of the requirements and qualifications determined by the school. If the requirements do not match the criteria, the application file is declared invalid, but if the file is in accordance with the school criteria it will still be saved if one day the school needs it. For the application file that matches what the school needs, it will be entered for selection to the next stage.

After the documents have been declared in accordance with the requirements and qualifications, the applicants will be called by the school to carry out the interview process. In this interview process, the principal directly conducts this interview or the deputy principal can. After this process is complete, applicants will wait for further notification from the school. If the school feels the applicant is qualified and qualified to teach in SMP PGRI 1, the school will contact the applicant to work in the school as a teacher in the new school year.

The in-depth interview selection is carried out with the principal and also the vice principal, so the school

must know whether the prospective teacher is appropriate or not by looking at the appearance or characteristics of the prospective teacher. The interview conducted by the school is an in-depth interview in which prospective teachers will be asked about their background, both in terms of education and life, so that the party who handles this selection process can judge whether or not the applicants are eligible to become school teachers.

New teachers who pass the interview stage will immediately teach at schools starting in the new school year. Because in the new academic year, it will begin with the implementation of a new schedule / lesson time and already have a teaching schedule. New school year begins before a 25th according to the teachers' payroll.

The purpose of recruitment in general is to meet the needs of the workforce in accordance with the requirements demanded by a job. Specifically, the objectives of recruiting workers include: 1) To be in accordance with the company's programs and strategies. 2) To determine labor requirements in the short and long term. 3) To support company policies in managing diverse human resources. 4) Assist in improving the success of the workforce selection process. 5) Reducing the possibility of leaving a new employee. 6) As an effort to coordinate withdrawals with workforce selection and development programs. 7) Evaluating the effectiveness of the various techniques used in recruiting workers. 8) Fulfill company activities to support government programs in terms of reducing unemployment rates. These objectives are the same as the goals that have been set by the school in recruiting new teachers, namely to meet the needs of teachers and the management of teaching staff is in accordance with the work program that has been determined by the school [26].

In carrying out recruitment, the source of the recruitment implementation can come from within the school organization or from outside the school. All sources can be determined from the needs of teachers in schools. If schools need new teachers, but in schools there are still teachers whose teaching load is less than the predetermined standard, the school will first select sources within the school organization. If schools really need new teachers because there are teachers who have transferred / retired, the school will inform the school community about the new teacher vacancies.

The technique of implementing recruitment in schools is based on kinship. Schools will look for teachers according to the needs of existing teachers by informing them within the school organization. This technique has benefits in the quality assurance that prospective teachers have because of their familial closeness. Schools can get teacher candidates with certainty and match the teacher criteria the school needs.

b. Solution for Recruitment Obstacles

1) Planning

After seeing the problems faced in planning the management of integrating child-friendly schools in teacher recruitment, it is necessary to find the right solution to overcome these problems. The solution taken by the principal to overcome the problem of teacher recruitment planning is to set a minimum standard of required teacher criteria such as having an undergraduate education even though from a public school, must be mentally and physically healthy and have commitment, patience, earnest, creative and painstaking in dealing with children because what a teacher really needs to teach students in special schools is to have patience and high diligence or a teacher who has high professionalism.

Professional teachers are teachers who have certain components according to the requirements demanded by the teaching profession. Professional teachers always master the material or subject matter to be taught in teaching and learning interactions, and always develop abilities on an ongoing basis, both in terms of their knowledge and experience. Meanwhile, teacher professionalism is the ability of teachers to carry out their main duties as educators and teachers including the ability to plan, conduct and carry out learning evaluations.

Teachers as professional educators have a good image in society, if they can show the community that they are worthy of being a role model or role model for the surrounding community. Quality teachers are professional teachers. According to Danim (2002: 51) to see a professional teacher or not, it can be seen from two perspectives. *First*, it is seen from the minimum level of education and educational background for the school level where he is a teacher. *Second*, the teacher's mastery of the teaching material, managing the learning process, managing students, carrying out guidance tasks, and so on. In other words, a professional teacher must have adequate education and solid competence, namely a set of mastery of the basic abilities or competencies that the teacher must have so that he can realize his professional performance appropriately and effectively.

Based on these requirements, it can be seen that not all of the teachers in the Tunas Bangsa Balikpapan SLB school have it, the educational background requirements of 70% of the teachers do not have a special education background, competence in learning and learning also some teachers do not have it because of the competencies they should have. only obtained through training, *workshops* or MGMP.

2) Recruitment

Process The recruitment process at SLB Tunas Bangsa, which is not in accordance with the stages, has a solution taken by the principal, namely by using a more familial method, namely information from internal teachers because of several advantages, namely the guarantee that people who come to apply on the recommendation of internal teachers have good morals and willing to commit to teaching in SLB schools, through this method it will inhibit recruitment costs, in addition to that by spreading through *Facebook* it is also considered quite effective in attracting prospective teachers from externals so that the expected specifications can be met if

disseminating teacher needs through *Facebook*.

The recruitment process currently carried out is quite effective at low cost but cannot recruit teachers who really meet the needs of the school, the attractiveness of teaching in special schools is still low due to the heavy workload of dealing with children who have high attitudes and behavior. unruly attitude, but very low salary offer.

3) New Teacher Selection Process The

Selection of prospective teachers who do not meet the stages of teacher recruitment is to prioritize teacher mentality where teachers must have a high commitment to teaching, teachers must have patience and creativity in teaching.

Lack of knowledge, teaching skills of special school students can be overcome by including new teachers for MGMP activities, *workshops* and training. New teachers can learn with senior teachers to understand how to teach children with special needs because this knowledge can be obtained but patience and commitment are absolutely necessary because they are *points* important in learning.

The problem of lack of recruitment costs can be overcome by using inexpensive and easy information dissemination, while the selection process can cut the steps that are considered skippable because what is important is file checking and interviews to make sure the teacher is accepted or not. If accepted, the teacher will undergo a teaching trial for 3 months before it is decided whether the teacher is accepted or not.

The results of this study clearly show that the recruitment steps are not carried out correctly and have an impact on the quality of the existing teaching staff because of the need for teaching staff while the number of applicants is very limited and does not meet the expected specifications.

The results of this study are supported by research conducted by Rohmatun Lukluk Isnaini (2015) with the research title Implementation of Teacher Recruitment at SD Ta'mirul Islam Surakarta. Based on the results of the interviews and observations conducted, it can be analyzed that the implementation of this teacher recruitment aims to get teachers who are professional and have the best qualifications. The recruitment of new teachers is not held every year because it is in accordance with the needs of the school. If there are vacant positions, recruited new teachers are to fill positions in accordance with their respective fields.

2. Leadership in integrating child-friendly schools in the Tunas Bangsa Balikpapan Special School

a. Planning

Planning has a very big influence in the implementation of school human resource management. Therefore, human resource planning must be considered because it becomes a reference for implementation and evaluation. According to Gaffar in Sawiyah (2005: 27) planning can be defined as the process of preparing various decisions that will be carried out in the future to achieve predetermined goals. This planning includes determining organizational goals, developing premises about the environment in which the goal is to be achieved, selecting actions to be taken, initiating activities that need to be translated into action plans.

Furthermore, Arikunto (2009: 9) states that planning is a process of preparing a series of decisions to take action in the future which is directed towards achieving goals with optimal means. Planning involves what is carried out, when it is carried out, by whom, where and how it is carried out.

The principal has compiled a short-term plan and a long-term plan by looking at the school's goals, vision and mission. The planning that was made partially can be implemented but partially cannot be implemented due to several limitations.

b. Organizing

Organizing is very important because in this function the principal must be able to select and place people in parts according to his competence, in this case the principal not only sees his competence but also sees the personality of each teacher whether they can work together or not. organizing as the process of dividing work into smaller tasks, assigning tasks to people according to their abilities, and allocating resources, and coordinating them in order to effectively achieve organizational goals [27]. *Job specifications* that actually have to be fulfilled in special schools (SLB) are teachers, therapists, psychologists, administrative staff, medical personnel and the cleaning department but due to limitations, the organization of human resources in SLB Tunas Bangsa Balikpapan includes division of tasks including teachers, and the cleanliness part.

Organizing is carried out by issuing a decree and the division of tasks is carried out through a meeting mechanism. The organizing party is the principal. In determining the implementation of tasks, it has been adjusted to the capacity although nothing has yet been achieved in its entirety, while coordination is carried out by means of a meeting mechanism.

c. Mobilization

Is good enough as evidenced by the existence of development activities carried out by the school every Sunday on an ongoing basis, although there are still a few shortcomings such as communication errors due to less intensive communication between the foundation and the school regarding human resources that provide direction and guidance is a foundation and there is still a lack of assistance from the department in directing and guiding

human resources in schools. The principal tries to mobilize teachers to work as much as possible with various efforts, for example by providing trust.

The communication approach is still a problem due to the lack of coordination from related elements. According to Hasibuan [28], the movement of work and the use of tools, however sophisticated, can only be done if employees (humans) take an active role in carrying out them. This directive function is like a car starter, meaning that a new car can run if the starter key has performed its function. Likewise, the management process takes place only after the directive function is implemented. The definition of this direction was put forward by Malayu SPHasibuan (2009: 41) as follows: direction is directing all subordinates to cooperate and work effectively in achieving goals. The arena was bleeding and needed to be run as well as possible, and the need for good cooperation between all parties well in both the mahupun subordinate boss.

d. Supervision

Supervision of human resources at SLB Tunas Bangsa Balikpapan has not been running optimally due to the lack of support from the school principal. The existence of school principals who have limited time causes the supervisory function to be carried out more by the vice principal of the school who does reside at school.

Activities measuring the effectiveness and efficiency of performance have been carried out at SLB Tunas Bangsa Balikpapan even though it has not fully progressed as expected due to various things such as limited time and supervisors who should be assisted by the Education Office and the need for good communication and coordination. Newman in (Manullang, 1992: 172) *Controlling is assurance that the performance conforms to plan* (supervision is an assurance that activities are in accordance with planning). Supervision / control is a function that managers must perform to ensure that members carry out activities that will bring the organization towards the stated goals. Effective supervision assists our efforts to organize planned work and ensures that movement of the work goes according to plan. The essence of supervision is to organize the work that is planned and ensure that the movement of the work goes according to plan or not. If it does not go according to plan, then it needs improvement. Therefore, HR management must be managed in accordance with the management functions above, so that the objectives set can be achieved. Especially in this case to increase the potential for teacher performance in realizing the vision and mission of the school. Supervision of human resource management has been carried out properly and it is the foundation through the school leadership that is doing it. In order for the mobilization process to be carried out in accordance with the provisions of the plan, taking corrective action ensures that the school's implementation of the resulting objectives according to the plan.

e. Empowerment

Human resources (HR) in an organizational system, apart from being the most dominant, is also an internal supplier that plays a very important role in producing quality products. In the educational institutional system, these resources include teachers, school employees consisting of administrative staff and school custodians, and other components that support the development and dynamics of the school. The opposite that must be avoided is the exploitation of human resources as well as limiting the opportunities for optimal development and achievement for staff. In addition, mutual distrust between management and school staff will be the cause of low morale and morale, low productivity, apathy, dissatisfaction, and so on.

Empowering citizens by the principal of the school is good enough to provide opportunities for teachers to improve their competence through education, training, workshops, mppgm both the internal and external environment. The school principal gives time to teachers who want to improve their competence, especially teachers who do not have a special education background.

The purpose of involving and empowering school residents is to improve the overall capacity of the school and provide positive values for customers, namely students and users of education services. Therefore, all school members must understand what customer value, system components, and how to determine and measure it.

The school principal carries out an empowerment function in accordance with the school's supportive capacity by providing the widest possible opportunity for teachers to develop their potential and providing opportunities to develop their competences through training or workshops considering that being a special school teacher must have comprehensive abilities.

f. Facilitating

The facilitating function is carried out by the principal by providing opportunities for teachers to improve their competence. In accordance with the theory " *facilitating* " is the ability to unite people to work together effectively in achieving common goals, including in providing opportunities for everyone to participate and resolve conflicts. *Facilitating* is a service especially for employees that aims to provide convenience. Its main purpose is not to increase production but to encourage passion and enthusiasm for work.

In carrying out its functions the principal tries to provide support to the teachers even though the principal is also unable to carry out his function optimally due to time constraints because the principal also teaches elsewhere as a teacher. Meanwhile, for facilities and infrastructure there are limitations considering SLB Tunas Bangsa is a private school with several limitations, especially the limited cost to complete the facilities and infrastructure.

g. Motivation

Motivation is the desire that exists in an individual that stimulates action or something that becomes the basis or reason for someone to behave. Therefore motivation is an important part of every activity, without activity motivation, as if it becomes empty.

As a motivator, the principal must have the right strategy to motivate education personnel in carrying out their duties and functions. This motivation can be cultivated through setting the physical environment, setting the atmosphere, discipline, encouragement, appreciation effectively, and the provision of various learning resources through the development of a Learning Resource Center (PSB). As a motivator, the principal must understand the success factors of educational institutions, both factors that come from within and from the environment. Of these various factors, motivation is a factor that is quite dominant in influencing other factors towards the effectiveness of the performance of subordinates.

In terms of the principal as a motivator (creator of the work climate), he must be able to regulate the work environment, both physical and non-physical; establish the principle of reward (reward) and punishment (punishment); create democratic, harmonious and dynamic working relationships between teachers, employees and students, the community environment; To instill the values of nationalism.

Encouragement and rewards are two sources of motivation that are effectively applied by school principals. The success of an organization is influenced by various factors, both factors that come from within and come from the environment. From these various factors, motivation is a dominant factor and can move other factors towards work effectiveness, even motivation is often equated with an engine and car steering wheel, which functions as driving and driving. Motivation is a process to stimulate people to improve past achievements while getting additional psychological income from what they do (Cribbin, 1990: 145).

A school principal in his function as a motivator must be able to strive so that teachers and all education personnel in the scope of the madrasah always improve their abilities and responsibilities by paying attention to welfare, and a sense of togetherness to achieve work productivity in accordance with predetermined goals.

h. Evaluation

One of the principal's roles as an evaluator in which the principal is in evaluating realistic program results through meetings, open forums, and the existence of accountability reports from each division. The principal also takes measurements related to budget planning tailored to the needs of teachers. Then the budget planning is *floored* and adjusted to the priority scale.

Based on observations in the field the principal has carried out an evaluation function. It can be seen that the principal has the role of the evaluator and in accordance with the theory of the role of the principal as the theory put forward by Nurkolis (2006: 120) states that as an evaluator, the principal must take the first step, namely taking measurements such as attendance, craft and personal teachers, education staff, school administrators, and students. The measurement result data is then weighed and compared, which is then evaluated. Evaluations that can be done are, for example, on programs, teacher treatment of students, learning outcomes, learning equipment, and teacher backgrounds.

This evaluation function is carried out by the principal, either at meetings every week or every month, but this function is mostly assisted by the deputy principal of the school, considering that the principal is not always there because the principal also teaches as a teacher in state special schools.

The results of this study were supported by research conducted by Md Mohtar B Manan (2014) with the title of the research title Excellent Principal Leadership Characteristics. The journal discusses the characteristics of conceptual leadership that must be included in excellent principals to become role models and role models for school teachers as a guide to further improve the teaching profession and uphold the excellence of the education system.

3. Barriers to leadership in integrating child-friendly schools at Tunas Bangsa Balikpapan Special School One's

Leadership acts as a driving force in the process of cooperation between people in organizations including school. Leadership enables an organization to move directed in an effort to achieve predetermined goals. According to Usman (2013) "Leadership influences leaders to move their subordinates to be obedient, respectful, loyal, and easy to work together". Leadership is the core of management [29] "Because leadership is the driving force of all the resources and tools available to an organization". These resources are classified into two parts: (1) human resources; and (2) non-human resources are the core of management, as well as "Because leadership is the driving force of all the resources and tools available to an organization". These resources are classified into two parts: (1) human resources; and (2) non-human resources.

Based on the results of the interview, it can be understood that there are several obstacles in leadership at the Tunas Bangsa Balikpapan Special School, including the lack of maximum time for the principal in fostering teachers; lack of teacher motivation in creating a pleasant learning process; shortage of teachers professional; there are still teachers who are not SI; and not all teachers who take part in the training apply it to PBM activities.

The training provided does not cover all types of disabilities that exist in SDLB. Every job associated with many people must have obstacles and obstacles. Each school must have different constraints because of

different environments and the obstacles also vary, some are large and some are small, some are individual and some are general in nature so that if the problem is small the principal immediately takes action whereas if the problem is large the principal is directly assisted by Senior teachers and deputy principals to immediately resolve problems, especially problems that arise in an incident and require immediate treatment, the deputy principal takes direct action to solve the problem considering that the principal is rarely there, especially during class hours.

The obstacles faced by the principal in improving teacher performance in general are the weak ability of teachers to implement the curriculum, lack of mastery of methods that are in accordance with the material being taught, teachers do not master the characteristics of children with special needs, see children from their disabilities, do not see children as different individuals. needs in obtaining the material presented. This is especially true for teachers who are new to teaching because apart from a lack of experience there is also no supporting educational background, because there are teachers who have a bachelor's degree in economics, a bachelor's degree in engineering and some even have a high school education background, so they don't have enough skills. When it comes to teaching, especially those faced are children with special needs where in addition to teachers must have teaching competence, they must also have other abilities.

The results of this study are supported by research conducted by Kasidah (2017) with the title of the research title of Principal Leadership in Improving Teacher Performance at Banda Aceh Special Primary Schools. The results showed that: (1) The principal's policy program in improving teacher performance begins with deliberations between the principal and vice principal and senior teachers in preparing school programs at the beginning of the new academic year, empowering teachers according to the ability and willingness of the teacher, establishing work the same, complete infrastructure and be active in the Teacher Working Group (KKG); (2) The leadership style of the principal in fostering, guiding teachers by using instructive, consultative, participative, delegative styles in directing and influencing teachers to achieve educational goals; (3) The obstacles faced by the principal in improving teacher performance, the training program has not accommodated all types of disabilities that exist, the results of the training have not impacted the performance of teachers, the shortage of teachers with special education is still lacking in supporting facilities and infrastructure for learning.

IV. Conclusion

- 1) Management system of the teaching staff recruitment in integrating child-friendly schools in the Tunas Bangsa Balikpapan Special School. Planning is made based on the needs of the teacher but the plans made are not in accordance with job analysis, *job description* was made but job specifications were not made because there were no job specifications for the teachers at SLB Tunas Bangsa Balikpapan. The recruitment process is not carried out according to the stages of recruitment, the announcement process via *Facebook* and internal teachers. The principal set the criteria, minimum namely having an undergraduate education, having a high commitment to school, having patience, diligence, painstaking and religious. Management barriers to integrating child-friendly schools in the recruitment of education personnel. Planning made regarding the needs of teachers according to the expected specifications is difficult to obtain. The recruitment process cannot be carried out according to the stages of teacher recruitment because of the limited budget for the implementation of the selection and the limited number of teachers applying. The solution that is carried out prioritizes an undergraduate education background, has a high commitment to school, has patience, is diligent, painstaking and religious.
- 2) Leadership in integrating child-friendly schools in the Balikpapan Tunas Bangsa Special School. At the planning stage, it is made in accordance with the goals and vision and mission of the school by compiling long-term plans and short-term plans. Organizing is done by selecting and placing the right people according to their abilities, allocating facilities and infrastructure to support activities and trying to make child-friendly facilities and infrastructure. Movement is carried out by the principal by moving people according to their functions and duties and finding ways to work together. Supervision is also carried out on work programs that have been prepared.
- 3) The leadership obstacle in integrating child-friendly schools is the limited budget for planning teacher recruitment, mobilization, empowerment, facilitating and motivation which requires large funds for service fees besides that the limitation on the number of teachers is also an obstacle in organizing and empowering. Meanwhile, for monitoring and evaluation, the obstacles faced are the leadership who are often not in place to carry out their functions in carrying out supervision and evaluation.

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MANAGEMENT OF CHILD-FRIENDLY SCHOOLS DEVELOPMENT IN EDUCATOR ADMISSION SYSTEMS IN EXTRAORDINARY SCHOOLS

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