Setting Facility and Infrastructure

Child-Friendly Schools (CFS)

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**Abstract- Setting facilities and infrastructure is important for developing child-friendly schools. This study aims to explain the facilities and infrastructure in child-friendly schools that are regulated. This research is a descriptive qualitative. The subjects of this research is principal, Child Friendly School (CFS), facilities, and infrastructures at State Elementary School Tlacap. The data obtained from interviews, observations, and documents. Data analysis techniques use Miles, Huberman, and Saldana model (data condensation steps, data display, and verifying conclusions). The validity measured in this research by using triangulation and member check. The result of the research shows that: (1) The arrangement of these school facilities is largely in accordance with the management standards of child-friendly schools, but for infrastructure arrangements it still has some shortcomings. The availability of toilets does not match the ratio of the number of students because child-friendly schools require separate toilets between female and male students. Regarding construction, the Tlacap State Elementary School does not have access to students with special needs who use wheelchairs. (2) Facilities and infrastructure related to convenience, health, comfort, and security have mostly been in accordance with the theory. It's just that the table with a blunt side doesn't have all classes.**

***Keywords—infrastructure, facilities, Child-friendly schools, CFS***

1. INTRODUCTION

All children in Indonesia must have the same opportunity to get educational services from the government, including a sense of security and comfort when studying. The 1945 Constitution article 28 B, paragraph 2 explains that every child has the right to survival, growth and development, and is entitled to protection from violence and discrimination.

The Ministry of Women's Empowerment and Child Protection is one of the parties that has a role in inviting the central, provincial and district governments to create child-friendly schools. This is reinforced in the Regulation of the Minister of Women Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 that the protection and fulfillment of children's rights can be realized through Child-Friendly Schools (CFS). CFS is a school that consciously seeks to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner.

Child-friendly schools are important for elementary school students. The attitude of elementary school-age children tends to be unmanageable, so threats of actions that have not been previously thought can occur. The diverse characteristics of students certainly add to the concerns of parents and teachers when these children interact without the supervision of parents and teachers. Based on this, it is certainly important for this child-friendly school program to educate students to respect and respect each other.

In the Special Region of Yogyakarta, one of which is implementing the CFS program is Sleman Regency. The Office of Women's Empowerment, Child Protection, Population Control and Family Planning in Sleman Regency coordinates with the Sleman Regency Education Office to designate schools that can be given CFS program assistance. The designated school is a school that has advantages in terms of policy, curriculum, and facilities and infrastructure compared to other schools and is willing to be given assistance. In Sleman Regency, the development of CFS has been regulated in Sleman Regent Regulation Number 19 of 2016.

There are at least 3 important components that support child-friendly schools, namely: construction, safety, and health (1). Building construction that supports all backgrounds of children, safe for children with disabilities and comfortable in the learning process. Child-friendly schools certainly pay attention to the elements of children's health. The availability of clean water and nutritious food is an example of a healthy school.

UN research results reveal that children in school are very vulnerable to rape, sexual harassment, physical beatings, verbal abuse, intimidation, ridicule, stereotypes and other forms of humiliation(1). In Indonesia, almost every elementary school will find cases of bullying against children. There are many cases, but they are spread only in certain schools, this is because not all children dare to report their cases due to pressure from various parties.

The implementation of the Child Friendly School program needs to pay attention to several aspects so that the objectives of the child friendly concept can be implemented, including policies, curriculum, educators and education staff, as well as facilities and infrastructure. School facilities and infrastructure is one important aspect that needs attention because it can affect the effectiveness in achieving educational goals. School facilities and infrastructure criteria need to be adjusted to a predetermined standard.

In fact, there are still many schools that have not been able to meet the CFS infrastructure facilities that have been set. This can prevent schools from achieving educational goals, both directly and indirectly. Based on the results of the study, it shows that the readiness of State Primary Schools in Indonesia is based on 8 CFS indicators, only 67% of the environment and infrastructure are safe, comfortable, and healthy (2)

In line with this, based on the results of the study, showed that in class IV SD Negeri of Pakualaman District, 41% of students felt comfortable with class conditions, and 36% of students felt that classroom conditions were not comfortable for learning (3). This shows that there are still many schools that do not meet the specified standards and ignore the aspects of safety, comfort, and health of children. Even though elementary school age children still have an alarming movement. Therefore, primary schools need to ensure the safety of children in schools by ensuring the condition of facilities and infrastructure in schools that are conducive and supportive.

Schools can make several efforts in creating a safe and comfortable environment for children. One of them is by making arrangements for facilities and infrastructure. The arrangements are very important for schools in managing the management of facilities and infrastructure in schools so that they can meet the needs and in accordance with student criteria. A good arrangement of physical infrastructure needs to be implemented by schools so that facilities and infrastructure can be used and utilized appropriately and on target.

One of the schools that has paid attention to the management of CFS facilities and infrastructure is SD Negeri Tlacap Pandowoharjo, Sleman. SD Negeri Tlacap Pandowoharjo Sleman was appointed by the Office of Women's Empowerment and Child Protection, Population Control and Family Planning in Sleman Regency to implement the CFS program since 2016 as well as getting a pilot project title. In 2017, received an award from the Regent of Sleman as the CFS developer with superior building partnerships in the protection and fulfillment of children's rights, and in 2018, was ranked IV in the administration of CFS. These achievements show that SD Negeri Tlacap Pandowoharjo Sleman has good management of the CFS program, including the management of facilities and infrastructure that can support the objectives of the CFS program.

The purpose of this research is to describe the setting of facilities and infrastructure of Child Friendly Schools in State Elementary School Tlacap Pandowoharjo, Sleman, Yogyakarta

1. RESEARCH METHODS

This research uses a qualitative method with a descriptive approach. This study aims to describe the setting infrastructure at the State Elementary School Tlacap Pandowoharjo, Sleman, Yogyakarta. Data collected by informants are principal, CFS coordinator, and the person in charge of facilities and infrastructure at the elementary school. The data obtained from interviews, observations, and documents. Data analysis techniques use Miles, Huberman, and Saldana model (data condensation steps, data display, and verifying conclusions). The validity measured in this research by using triangulation and member check

III RESULT AND DISCUSSION

1. General Description Of School Infrastructure

Infrastructure owned by the Tlacap State Elementary School, including principal's office, teacher's office, 12 classrooms, 1 computer lab, religious space for Muslims and Catholics. 1 guidance counseling room, 1 School's Health Clinic' adequate,canteen, library with an area of ​​8 x 7 m and at inside there are 12 bookshelves with a height of 160m used to put books, warehouses, and 8 separate toilets between men and women.

The Tlacap Pandowoharjo State Elementary School, Sleman also has infrastructure such as barrels composted litter, hand washing places running water, separate bins in each room, suggestion box, wall posters, related posters CFS, spitting area, light fire extinguishers, CCTV, disaster evacuation routes, and iron fences in front of the school.

1. Setting Facilities and Infrastructure
	* + 1. Structure

This school provides a relatively thick ceiling in every classroom to make students more comfortable. This ceiling serves to reduce noise when it rains while avoiding water splashing from between the tiles. During hot weather can also reduce the heat from the tile.

Construction of infrastructure in the classroom that needs to be approved to ensure safety for students. Each class in State Elementary School Tlacap Pandowoharjo Sleman has an area of ​​8m x 7m. Classrooms are in accordance with the number of students in the class, which is 25 to 26 students so that the space for students in the classroom is quite free. In each class contains a classroom door consisting of 2 doors with the direction of opening doors to the outside with a width of 1, 5 m. The width of the door gives students the freedom to go in and out of class to pass each other.

The corridor provided is 1.6 meters wide and 25 cm high. The corridor can be passed by 2 small school-age children who are running around or adults. The corridor provided by this school has not been made flat so it will be difficult for students who use wheelchairs to pass through the corridor.

This elementary school does not yet provide access for students with special needs. Ideally, child-friendly schools certainly have access for children with special needs. Schools must ensure equality for all children, including children with disabilities or victims of exploitation and violence (4)

The school building should also be oriented so that the window faces north and south to avoid the penetration of light into the classroom. This elementary school is basically an ordinary school designated by the government to be a child-friendly pilot school. Buildings that include physical facilities are certainly difficult to change because they require large funds and a long time*.*

* + - 1. Administrative Office

Tlacap Pandowoharjo Sleman Elementary School building faces north. Classrooms are located on the east side, the west side, and the south side. The computer lab is at the west corner, next to class 2A. Next to the computer lab is a Catholic religious room. While the mosque is in the west near the kitchen.

A close distance between the teacher's room and class is highly recommended in child-friendly schools to make it easier to supervise students (1). The location of the TU room, the principal's office, and the teacher's room are relatively in the middle of the school area. This condition makes it easy to supervise the school environment. The location of the counseling room is one room with the TU room, precisely next to the principal's office.

* + - 1. Safe Water

Fresh drinkable water should be obtainable to pupils in the school. Good sanitation infrastructure allows for the distribution of harmless water. If such a setup is not possible, a borehole/well should be included in the school compound. This can be augmented with a rainwater catchment system in the roof as appropriate.

This school provides a place to wash hands with running water. The location is in front of the class. Usually used for toothbrushes together on every Friday activity week to maintain oral health. The toilet is equipped with a tub and bucket filled with water clean.

Schools must have access to safe and clean drinking water (5). This school does not yet provide drinking water tap and rain water reservoirs. The school must be a healthy, clean, secure and learner protecting environment (6)

This school makes a rule that students bring their own drinking water from home. The solution provided by this school is quite good because schools have not been able to provide drinking water as child-friendly school standards

* + - 1. Toilets

Separate toilets or latrines should be obtainable for girls and boys. Privacy, cleanliness and safety are major considerations when planning the location and design of facilities.

This school has 8 separate toilets between men and women. The distribution of toilets is: 1 toilet for teachers, 2 toilets for male students, and 5 toilets for female students. The number of female students are 159 and 157 men. The ratio of the number of toilets for students is 1:79 for male students and 1:32 for participants female students.

Location the toilet is behind the class. Based on these findings, the number of male student toilets is still lacking. The position of the toilet behind the building can make it difficult for students to monitor.

* + - 1. Light, Air, Sun, Glare, Reflection, Humidity, Noise and Odor

Classrooms in this elementary school have good fresh air circulation to avoid excessive heat and humidity. Classrooms are quite shaded from direct sunlight, glare (direct light) and reflection (indirect light). The school is not located near sources of excessive noise (traffic, trains, industry, informal sector activities), excessive pollution or odors (waste, slaughterhouses).

Tlacap Pandowoharjo State Elementary School, Sleman has several doors in each class that can open/pushed outwards. Every class to have ventilation for air exchange in class. There is also a window inside class so that the light doesn't fall directly on the table and blackboard. Lighting in space class must be good. The light should not fall directly on the table and blackboard. Light should enter through the window.

Each class is also provided by class lighting whenever needed. Other infrastructures are floors, signboards and shelves made by students. In addition, each class also has a table and chairs for the teacher. If possible, school buildings should be oriented so that the windows face north and south to avoid light penetration into the classroom

The classroom has a window measuring 1.8 m x 1 m on the left and a window measuring 1.2 m x 1 m on the right front is equipped with ventilation on it. The availability of windows and vents on the right and left can make a good air exchange.

The room must have adequate ventilation to maintain a healthy environment.

Air flow must be maximized by cross ventilation, windows that can be opened must be located on the opposite side (6). The distance of the classroom ceiling from the floor is 3m. Appropriate ceiling height can make the classroom comfortable and not hot. The class floor is made of matte and ceramic that is not slippery. This floor is safe for elementary school age students and can minimize students slip.

The western class, the windows are on the east and west sides. The southern class, the windows are south and north. The eastern class, the window is east and west. Rooms must have adequate ventilation to maintain a healthy internal environment. Air flow should be maximized with cross ventilation, openable windows should be situated on opposite sides of the room (6).

* + - 1. Colour

The majority of materials used in this school are bright and natural colors. Derived from the material itself and chosen in harmony with warm or natural themes as accents (red, orange, maroon, ochres, and linen / khaki) which are determined by local cultural preferences. The wood material in this school uses clear varnish to maintain the natural beauty and warmth of the material. A brighter color is used on the part corners, decks, corridors and furniture. The study rooms in this school are bright and relaxed, not bleak, dull or dark*.*

The walls of all classes are colored crème. Crème colored walls can create a comfortable atmosphere for students when studying in class. This color selection is done only by the school without asking one bit from students and parents, whereas ideally a child-friendly school is required to involve students in determining classroom conditions.

In child-friendly schools certainly involving students actively is a necessity because through this active role children will feel valued and create a sense of equality towards fellow students (7).

* + - 1. Secure

This school has 4 CCTVs scattered in several points of the school environment. CCTV is placed in a corner in the administration room to monitor the condition of the room if it is empty, in front of the administration room to supervise the school yard, behind near the toilet to supervise the back of the school, and placed in the parking lot.

In addition, the type of flooring in Tlacap Pandowoharjo State Elementary School Sleman uses the type of "doff" and "ceramic" which are not slippery so it is safe for students when running around.

This school has a fence at the front of the school in order to create a safe school environment because not just anyone can enter the school environment. Besides minimizing students out of the school environment without supervision from the teacher.

* + - 1. Safety

Fire prevention and emergency evacuation plans have become part of the procedural operational standards included in school programs. Flammable materials are minimized or may not be used at all for learning purposes. The material used is free of components or elements that can be dangerous for children. The location of this school is free from all liquid, solid and gaseous waste and is located far from industrial or other hazards.

State Elementary School Tlacap Pandowoharjo Sleman provides fire protection and escape systems as well as accessibility for firefighters. The school has 2 light fire extinguishers and a disaster evacuation route available that is known to all school residents.

Desks with blunt sides in this school are not yet available in all classrooms, only low class has tables with blunt sides because of limited funds. Tables with blunt sides are prioritized for lower-class students because students in low-class movements are more active so they are afraid to hit the side of the table. As a child-friendly school, higher classes should also be provided with a blunt side table.

Besides the class floor is not dangerous, too slippery, and made of matte. Non-slippery floor is good for students because it can minimize students slip. In each class there are also games instruments provided bearing the SNI. The game equipment that has been labeled SNI shows that the game instrument is harmless and safe for students to use.

* + - 1. Healthy

This Tlacap elementary school has first aid kits in each class for emergencies or accident. Close proximity to the clinic allows health workers to visit schools regularly, such as the promotion of healthy food, immunization, a culture of healthy living, and other programs from the central government.

This school has a segregated trash can in front of the class. The existence of trash can indirectly create habits for students to litter so that the school environment can be clean and far from disease. In addition, there are also 5 composter bins placed in the garden. Garbage that accumulates and does not decompose can cause mosquito breeding grounds. This school has a spot to spit in the middle of the yard and have a joint toothbrush program on Friday. The program is runs every week to maintain oral health. There is a room adequate of the school health clinic. The school health center room is in the front corner. The location of the canteen is close to UKS but not separate between male and female students.

* + - 1. Library

One of the characteristics of students who attend a child-friendly school is the development of their creativity and innovation (8). In child-friendly schools, a place is needed to develop students' creativity and innovation abilities. One of the places is the library. In this school, library or resource room to be strategically located within the school for easy access, but close to noisy areas. Library location close to canteen so it is relatively noisy.

A library with an area of ​​8 x 7 m and inside there are 12 bookshelves in the library room with a height of 160 cm used to place books. Tlacap Pandowoharjo State Elementary School, Sleman, has provided a suggestion box in front of the teacher's office. Its location is in the middle so that when someone gives advice it is easy to find it and so that the teacher is easy to supervise if there are suggestions. There are also bulletin boards placed in front of the administration room and between the class 5A and 5B so that information and student work can be easily seen by children, teachers, or others. In addition, there are posters related to child-friendly schools that are placed on the outer walls of the classroom so that the contents of the poster can be indirectly seen and applied by students.

* + - 1. Landscaping

There are 2 school pages, which are located in the middle and the front. The school has a garden behind the school. All facilities and infrastructure in the area must be made a reason to be child-friendly, for the location and shape must comply with the CFS standard (9). Including the school garden or yard, but this elementary school is not having a tree to make the impression cool, fresh, and beautiful. Another function is to filter out dust and reduce solar heat.

Conclusion

The arrangement of facilities and infrastructure in child-friendly schools which were originally primary schools turned out to encounter some difficulties. The difficulty is when you have to adjust school infrastructure to match the standards of child-friendly schools. School infrastructure usually requires large funds and a long time for the construction process so it is difficult to do.

The active involvement of students and parents in the arrangement of facilities and infrastructure, for example the determination of the sitting position and the color of the classroom wall paint has not yet been realized. This happens because students and parents are accustomed to primary school in general.

Recommendation

Condition of CFS facilities and infrastructure located outside class must be improved. The school needs to pay attention to the ratio between the number of toilets with the number of students so that participating students are more comfortable using the toilet. In addition, schools need to guarantee no difference with pay attention to the facilities and infrastructure so that can be accessed by students people with disabilities.

Need to consider again the fulfillment of facilities and CFS infrastructure in the classroom, such as a table with blunt sides in each class to ensure the safety of students.

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