

ROLE OF INDONESIAN TEACHERS' COMPETENCIES IN DEVELOPING CHILD FRIENDLY SCHOOL

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Abstract

This paper is a theoretical discussion about role of teachers' competencies in developing Child Friendly School (CFS). Teachers is a key factor that influence to education quality of school. Teachers who have four required competencies (pedagogic, professional, social, and personality), it would create the qualified level of education system in school as well. Qualified school itself is a goal of CFS model of the UNICEF. Through their pedagogical competence, teachers are able to recognize students' potencies, condition, rights and needs, therefore they are able to design effective and appropriate learning as well. The ability of teachers to master science and technology is covered in the professional competence, so as to provide meaningful learning experiences for students. Teacher's ability to communicate and interact well with students, parents, and stakeholders depicted in the social competence of teachers, therefore teachers could address the social issues as well. In addition, the role of the teacher as a good example for the students and creating the motivated atmosphere of learning are in the competence of the teacher's personality. Those four of Indonesian teachers' competencies have to meet with CFS aspects.

Key words: Indonesian teachers' competencies, child friendly school

INTRODUCTION

Learning is a part that cannot be separated from child. According to Winkel (2007: 59) study is a mental activity / psychic, which takes place in an active interaction with the environment, which resulted in a number of changes in knowledge-understanding, skills and value-attitude, the change is relatively constant and scar. The definition of learning according to Winkel focused on changes in individuals who have made learning. A child is considered to succeed in learning when there is a change knowledge, attitudes and skills (cognitive, affective and psychomotor). Although the study can be done alone, but a child often need the help of others in learning.

According to Vygotsky in socio-cultural theory, a child has a zone where he needs help from someone more expert to help her learn the so-called Zone of Proximal Development (ZPD). A child who is at his ZPD need guidance, direction and motivation of others to succeed in learning. Other people who can help a child learn to include parents, teachers, and peers who are more capable.

Teacher is one component that has the task of helping children learn while in school. The task of a teacher is not only to transfer of knowledge, but also the transfer of value. This means that the duty of teachers is not limited in the information that is cognitive, teachers must be able to position themselves as educators who teach values, attitudes and skills. This is in accordance with Indonesian national education goal, that is Government Regulation No.20 of 2003, which reads:

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation and country.

Based on Government Regulation it is mentioned that the learning objectives are not only limited to cognitive aspects, teachers must be able to instill religiosity, personality, and skills that students have a competitive edge for future lives.

In addition to considering the objectives of learning, teachers must also consider the rights attached to their students. The child's right to education has been regulated by the government in Article 9 paragraph (1) of Law No. 23 of 2002 on the Protection of the Child which states that "Every child has the right to education and teaching in order to develop his personality and his intelligence level in accordance with the interests and talents. In addition, the government through Section 28B (2) of the Constitution of the Republic of Indonesia Year 1945 states that" every child has the right to live, grow, and develop as well as the right to protection from violence and discrimination ". This provision, operationally regulated in Article 54 of the Law on Child Protection, which states that "Children at home and school environment must be protected from acts of violence committed by teachers, school administrators or his friends in the school concerned, or institution more education. " therefore, based on the rights attached to each individual a challenge for teachers. Teachers are required to continue to develop its competence in order to be able to create learning that does not override the rights of children. Learning that takes into account the rights of children are expected to develop a child-friendly school model.

This paper aim to discuss the relationship between aspects of CFS adopted from UNICEF's CFS characteristics and Indonesian teachers' competencies that related to developing CFS in Indonesia.

DISCUSSION

The Principles of Child-Friendly School in Indonesia

There are a lot of challenges in education sector, and it was happened in developing countries including Indonesia. Some schools in Indonesia was adopting Child-Friendly School approach to overcome the education challenges. Child-Friendly School (CFS) is UNICEF's approach to promoting quality education in school for all children, especially among the

most vulnerable and hard-to-reach populations. This approach is aim to overcome the education challenges and it was a response to the framework for a rights based child friendly concept developed by UNICEF. The challenge in education is not simply to get children into school, but also to improve the overall quality of schooling and address threats to participation (UNICEF, 2009: 1).

CFS Implementation in Indonesia based on the law concerning the rights of children who have been mentioned in the background, and also some regulations on CFS, that is Government Regulation's Minister of State for Women Empowerment and Child Protection of Indonesia number 8 years 2014 about the policy of CFS. Based on Government Regulation, the definition of CFS is a unit of formal education, non-formal and informal safe, clean and healthy, caring and civilized environment, able to guarantee, meet, respect children's rights and protection of children from violence, discrimination and mistreatment more and support the participation of children, especially in planning, policy, learning, monitoring, and complaint mechanisms related to the fulfillment of the rights and protection of children in education. From the definition of CFS according to the government regulations, it is understood that the application of the CFS approach in schools, especially primary schools is not easy. Understanding safe can be viewed from two sides, namely the physical and nonphysical, safe in the physical sense is the school with the infrastructure, facilities and infrastructure that do not threaten the safety of students. Definition stretcher in line with the definition of CFS by Orkodashvili (2010: 1) mentioned that CFS also promote healthy, safe and protective environment for children's emotional psychological and physical well-being.

Based on the definition of CFS, it can be understood that the development model of CFS requires serious effort and support from various parties for CFS consisting of elements of the physical and nonphysical interrelated. All elements are intended to ensure the fulfillment of

children's rights. Within the rights-based framework schools must have the following basic characteristics. Firstly, they must be child-seeking schools. Mandiuza (2013: 283) says that schools must actively identify exclude children to get them enrolled in school and included in learning. All children are to be treated as subjects with rights and the states as duty bearers with obligations to fulfil these rights. Secondly, the schools have to be child-centered schools, that is acting an the best interest of the child leading to the realization of the child's full potential. Mandiuza (2013: 284) mentions that the model of CFS is encourages the following:

1. Schools that operate in the best interest of the child, respecting the child's unique background and circumstances
2. Educational environments that are safe, healthy and protective, environments build upon the assets that children bring from homes and communities
3. Schools that are endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning
4. Schools that protect children's rights and make their voices heard
5. Schools that promote inclusiveness, gender sensitivity, tolerance and personal empowerment.

Furthermore, the Minister of State for Women Empowerment and Child Protection of Indonesia's regulation Number 8 Years 2014 postulated that CFS's development principles in Indonesia are:

1. Non Discrimination which guarantees children's opportunity to enjoy the children's right to education without discrimination based on disability, gender, ethnicity, religion, and background of parents
2. Best interests for the child are always a major consideration in all decisions and actions taken by the management and the education providers associated with students
3. Life, survival and development is to create an environment that respects the dignity of children and ensure a holistic

and integrated development of every child

4. Respect for the views of children which includes respect for the right of children to express views in all matters affecting the child in the school environment
5. Good governance, which ensures transparency, accountability, participation, transparency of information, and the rule of law in the education unit.

Child-Friendly School's Characteristics and Aspects

Based on the UNICEF Child-Friendly Schools manual, there are 13 characteristics of CFS model:

1. Reflects and realizes the rights of every child. Cooperates with other partners to promote and monitor the well-being and rights of all children; defends and protects all children from abuse and harm (as a sanctuary), both inside and outside the school
2. Sees and understands the whole child, in a broad context. Is concerned with what happens to children before they enter the system (e.g., their readiness for school in terms of health and nutritional status, social and linguistic skills), and once they have left the classroom -- back in their homes, the community, and the workplace
3. Is child-centered. Encourages participation, creativity, self-esteem, and psycho-social well-being; promotes a structured, child-centered curriculum and teaching-learning methods appropriate to the child's developmental level, abilities, and learning style; and considers the needs of children over the needs of the other actors in the system
4. Is gender-sensitive and girl-friendly. Promotes parity in the enrolment and achievement of girls and boys; reduces constraints to constraints to gender equity and eliminates gender stereotypes; provides facilities,

- curricula, and learning processes welcoming to girls
5. Promotes quality learning outcomes. Encourages children to think critically, ask questions, express their opinions -- and learn how to learn; helps children master the essential enabling skills of writing, reading, speaking, listening, and mathematics and the general knowledge and skills required for living in the new century -- including useful traditional knowledge and the values of peace, democracy, and the acceptance of diversity
 6. Provides education based on the reality of children's lives. Ensures that curricular content responds to the learning needs of individual children as well as to the general objectives of the education system and the local context and traditional knowledge of families and the community
 7. Is flexible and responds to diversity. Meets differing circumstances and needs of children (e.g., as determined by gender, culture, social class, ability level)
 8. Acts to ensure inclusion, respect, and equality of opportunity for all children. Does not stereotype, exclude, or discriminate on the basis of difference
 9. Promotes mental and physical health. Provides emotional support, encourages healthy behaviors and practices, and guarantees a hygienic, safe, secure, and joyful environment
 10. Provides education that is affordable and accessible. Especially to children and families most at-risk
 11. Enhances teacher capacity, morale, commitment, and status. Ensures that its teachers have sufficient pre-service training, in-service support and professional development, status, and income
 12. Is family focused. Attempts to work with and strengthen families and helps children, parents and teachers establish harmonious, collaborative partnerships
 13. Is community-based. Strengthens school governance through a decentralized, community-based approach; encourages parents, local government, community organizations, and other institutions of civil society to participate in the management as well as the financing of education; promotes community partnerships and networks focused on the rights and well-being of children
- To create a CFS in accordance with those characteristics, there are several aspects that need to be considered, especially: (a) appropriate school program; (b) supportive school environment; and (c) adequate infrastructures.
1. Appropriate school Programs
- School programs should be adapted with the world of children, meaning that programs tailored to the stages of growth and development of children. The child should not be forced to do something, but with the program automatically pushed children to explore himself. The important factor to note is the active participation of school children against the programmed activities. Participation is growing because it fits the needs of children.
- In elementary school children, school programs more emphasis on function and less process not emphasize the product or result. Items are only a consequence of the function. In the biological theory stating "function forming organs." Function is activated less will lead to atrophy, and vice versa will be formed if enough organ function. This is relevant if it is associated with the growth and development of children. Therefore, whatever the activity is not expected to inhibit the growth and development of children, whether in relation to the physical, mental, and social. Usually with play activities, for example, those qualities can be enabled simultaneously. On the other hand, the values of the

character is supposed to have children can also be built up as a result of the active participation of children.

The main strength of schools lays on the quality of teachers, without ignoring other factors. Teachers have an important role in holding quality learning. For elementary and kindergarten, teachers must have at least three potential, namely: (1) having a sense of love to the children; (2) understand the child's world; and (3) having appropriate approach.

2. Supportive School Environment

The atmosphere of the school should be a place for children to learn about life. Moreover, schools are programmed activities until evening. Atmosphere activities of children in the community are also programmed in schools so that children still get experiences that should he get in the community. For children of the environment and an atmosphere that allows for play is essential for children's play is part of his life. Even UNESCO declared the "Right to play".

Basically, the play can be regarded as miniature societies. It means that the values that exist in the community are in the game or play activities as well. If this atmosphere can be created in the school, the atmosphere in the school environment is very conducive to grow and develop the potential of children, because children can express themselves freely in accordance with their world. In addition, the creation of a clean environment, access to safe drinking water, free of germs nest, and adequate nutrition is an important factor for the growth and development of children.

3. Adequate Infrastructures

The main infrastructure that's needed is with regard to the learning needs of children. Infrastructure does not have to be expensive, but according to the needs of children. Their safe zone and safely to school, their non-free area billboards, inclusive education is also a factor to consider school. Schools also need to do the arrangement of school and

classroom environment that is attractive, compelling, memorable, and parenting and individual approach, so the school becomes a comfortable and enjoyable. Schools also guarantees the right of participation of children. The existence of child forum, the availability of information centers eligible children, the availability of creative and recreational facilities for children, the availability of classroom and school suggestion box, the availability of bulletin boards, the availability of children's magazines or newspapers. Schools should allow the child to do something that includes the right to express views and feelings of the situation that has an impact on children.

Those aspects are uses as indicators to developing CFS by stakeholders in Indonesia.

Indonesian Teachers' Competencies

In Indonesia, Teachers are an professional occupation, as stated in Indonesia's Constitution of Teacher and Lecturer number 14 years 2005," Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, primary education and secondary education". As a professional, teacher have to master the competencies which stated in the same constitution before, in the article 10 there are four competencies of teachers:

1. Pedagogical Competency

Pedagogical competence is the ability to manage learning of students. Furthermore, pedagogical competence is the ability of understanding students, the design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize various potentials. There are sub competencies of pedagogical competency:

- a. Understanding of students deeply, including of student' understanding by utilizing the principles of cognitive development, the

- principles of personality, and identify the provision resource early learners.
- b. Designing learning, including understand the educational foundation for the sake of learning that includes understanding the educational foundation, applying the theory of teaching and learning, determine the learning strategies based on the characteristics of learners, competency to be achieved, and teaching materials, as well as drafting a study based on the strategy chosen.
 - c. Implementing learning that includes arranging the condition (setting) of learning and implementing a conducive learning.
 - d. Designing and implementing a learning evaluation which include designing and implementing evaluation (assessment) process and learning outcomes continuously with a variety of methods, analyzing the results of the evaluation process and learning outcomes to determine the level of mastery learning, and utilize the results of assessment of learning for quality improvement program learning in general.
 - e. Developing students to actualize their potentials includes facilitating of students to develop various academic potential, and facilitate students to develop a range of nonacademic potentials.
2. Personality Competency
- Personal competence is the ability to steady personality, noble, wise and dignified as well as being an example of students. Sub competence in personality competence covers:
- a. Steady and stable personality involves acting in accordance with social norms, is proud to be a teacher, and have consistency in acting in accordance with the norms
 - b. Mature personality is to show independence in acting as an educator and has a work ethic as a teacher.
 - c. Wise personality is displaying actions that are based on the benefit of students, schools and communities and demonstrate openness in thought and action.
 - d. Authoritative personality behaviors include having a positive influence on of students and have behavioral respected.
 - e. Noble and can be an example involves acting in accordance with religious norms and have exemplary behavior of students.
3. Professional Competency
- Professional competence is the ability of mastering the subject matter widely and deeply including mastery of curriculum subjects at school and substance of knowledge that overshadow his material, as well as mastery of the structure and methodology of science. Sub competence in professional competence covers:
- a. Mastering the material, structure, concept and mindset of scientific support of teaching lessons
 - b. Mastering standard of competence and basic competences subjects / fields of the development of teaching
 - c. Developing of teaching learning materials creatively.
 - d. Developing professionalism in a sustainable manner by taking action reflective
 - e. Utilizing ICT to communicate and develop the self.
4. Social Competency
- Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, students' parents, and surrounding communities. Sub competence in social competence covers:
- a. Be inclusive, acting objectively, and not discriminatory for consideration gender, religion, race and physical

- condition, family background and social status of the family.
- b. Communicate effectively, empathetic and polite with fellow educators, staff, parents and the community.
 - c. Adapt in duty place in all regions of Indonesia which has a socio-cultural diversity.
 - d. Communicate oral and writing effectively.

Are those Indonesian teachers' competencies related to the aspects of CFS? In what extent those competencies are affect the CFS's aspects?

The Role of Indonesian Teachers' Competencies in Developing Child-Friendly School

Teachers in a part of school development, especially in the purpose of CFS model. The purpose of a CFS model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the well-being and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process (UNICEF, 2009: 2). Teachers who have the four competencies have to feel responsible for participating in the CFS's development. Moreover, CFS models are not only embrace a concept of quality that goes well beyond pedagogic excellence and performance outcomes. CFS model also includes multidimensional coverage of quality and a holistic concern for the child's needs, especially in the three aspects of CFS in Indonesia.

Firstly, in the aspect of appropriate school programs. The keywords of this aspect are the child should not be forced to do something, more emphasis on function, active participation of children, having a sense of love to the children, understand the child's world, and having appropriate approach. The needs of this aspect are have to meet with the teachers' competencies which are suit to encourage this first aspect. Teachers play a pivotal role in the process of promoting change within their classrooms as well as in schools and the

education system in general. The success of CFS model will depend, to a large extent, on teachers' involvement. The teacher's qualifications and experience are very important in this regards but more significantly the pedagogic style practiced by teachers need to be child-centered (Mandiudza, 2013: 286). In pedagogical competency, teacher have to know of their students deeply, including of student' understanding by utilizing the principles of cognitive development, the principles of personality, and identify the provision resource early learners. After that, teachers who were able to understand their students well, they could be able to design learning, including understand the educational foundation for the sake of learning that includes understanding the educational foundation, applying the theory of teaching and learning, determine the learning strategies based on the characteristics of learners, competency to be achieved, and teaching materials, as well as drafting a study based on the strategy chosen. It will continued into arranging the condition (setting) of learning and implementing a conducive learning. The last sub competence of pedagogical competency is teachers are able to design and implement a learning evaluation which include designing and implementing evaluation (assessment) process and learning outcomes continuously with a variety of methods, analyzing the results of the evaluation process and learning outcomes to determine the level of mastery learning, and utilize the results of assessment of learning for quality improvement program learning in general.

In personality competency, in order to make the school programs running well, teachers have to authoritative personality behaviors include having a positive influence on of students and have behavioral respected. Moreover, the classroom is not simply a place in which students learn academic lessons. It is a social context in which students learn social lessons such as friendship, cooperation and appropriate behavior. Teachers' professional competency has a importance role in order to develop the appropriate

school programs. It was mentioned before that teacher is an professional occupation in Indonesia. It means that every teacher have to mastering the material, structure, concept and mindset of scientific support of teaching lessons, standard of competence and basic competences subjects / fields of the development of teaching. Effective teaching and learning is a tenet of CFS model which can only be realized when teachers are motivated and committed to their work. (Murtaza, 2011: 410) Children can get all these skills when they have a friendly environment in their school and only the teachers can create this environment if they are competent and knowledgeable. Therefore, the role of the practitioners and teachers in early childhood education is complex and teachers have to keep pace with the current knowledge and teaching strategies on an ongoing basis. The educational, social and cultural changes require teachers to equip themselves with the required skills, knowledge and teaching techniques to be more effective in their profession. Teachers' social competency is needed to communicate well among the students, parents, and communities in their environment. Teachers in Indonesia have to able to adapt with their social condition, especially the students' social condition in order to create the suitable academic lesson. The classroom is not simply a place in which students learn academic lessons. It is a social context in which students learn social lessons such as friendship, cooperation and appropriate behavior.

Secondly, to support school environment of CFS developing, the personality and social competency of teachers are emphasized. Teachers should be able to develop the child-friendly environment, it means they have to aware about students' rights and needs. Oluremi (2010) stated that teachers should have a managerial ability, such as: teacher/pupils interaction was warm and lively, teachers allow pupils to participate actively in the teaching and learning, pupils are encouraged to work cooperatively in the classroom, teachers voice, mood approaches are friendly, cordial relationship is provided

be teachers in the classroom, teachers teaching style enhances learning in the classroom, kind and relax atmosphere are provided by teachers (Oluremi, 2010: 144).

The last, teachers have to develop the adequate school's infrastructures as well. It is not only serving the building, table, chair, or others physics things. Teachers should be utilize the served learning media effectively for the learning process. Sometimes teachers were always use the textbooks for learning activities, although books are the part of infrastructures, teachers have to think creatively and use the contextual things, such us the environment round the school for the learning media. Remember the Piaget's theory of children development, Piaget postulated that in the elementary age (7-12 years old), children are thinking in operational concrete way. That is why the use of textbooks frequently is not relevant with children's cognitive development. Therefore, teachers have to combine with the contextual activities by utilize the others learning media or school environment. Back to the building issues, based on the teachers' social competency, teachers have to help procurement of physics building that support learning activities, such as classroom, toilet room, library, gardens and other supporting buildings. It will be a problem when school does not have enough funds. The school managers, including teachers, have to looking for aids from other resources, such as from the students' parents, some companies or foundations, or from the local government. Therefore, the social competency of teachers are important to make a negotiation, or to propose funding to them.

CONCLUSION AND SUGGESTION

In a nutshell, the competencies of the teachers are very important, especially to meet the CFS aspects (appropriate schools programs, supportive school environment, and adequate infrastructures). Indonesian teachers have to expand their four competencies (pedagogical, personality, professional, and social) in order to help their students obtain the rights and needs

during the school. The development of teacher competencies could be through a variety of ways, the key factor to develop is motivation. Teachers are motivated through improved condition of service, they enjoy conductive work environment, professionally qualified teacher are recruited, teachers are encouraged to develop themselves through attending seminars, conferences and workshops (Oluremi, 2010: 145).

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