
**INTEGRATIVE-HOLISTIC PROGRAM:
A MANIFESTATION OF CFS (CHILD-FRIENDLY SCHOOL) IMPLEMENTATION IN
EARLY CHILDHOOD EDUCATION INSTITUTION**

¹Prima Suci Rohmadheny, ²Wahyu Nanda Eka Saputra

*¹Universitas Ahmad Dahlan
prima.rohmadheny@pgpauud.uad.ac.id*

*²Universitas Ahmad Dahlan
wahyu.saputra@bk.uad.ac.id*

Abstract

Every child possesses the same right, and it shall be fulfilled. The children possess rights to live, to grow, to develop, and to participate fairly under the human dignity and honor. Furthermore, without exception, every child is eligible for good education and protection from any kinds of violence and discrimination. Accordingly, all education institutions in Indonesia are expected to be able to fulfill the rights of children. An attempt to fulfill the children's right in the school environment has been made by the Deputy of children's growth and development of Ministry of Women Empowerment and Children Protection through the implementation of Child-Friendly School (CFS). The concept of CFS is defined as an adequate program to establish an environment that is safe, clean, attentive, healthy, cultured, right-fulfillment assuring, protective from any kinds of violence, discrimination and support the children's participation mainly in planning, policy, learning, and supervision during the school-time. One of the forms of fulfillment and the protection of children's right in The Early Childhood Education Institution (PAUD) is the integrative-holistic program (IH). IH program consists of the services of education, health, nutrition, childcare, and discrimination-free protection for all children. Those scope of services are the attempts of the children's whole, comprehensive, and integrated right fulfillment. This program has been regulated on the Regulation of Minister of Education and Culture about the National Standard of PAUD and becomes the determinant part of PAUD service's quality which has been mentioned in the national PAUD accreditation standards. Thus, IH program is the manifestation of the implementation of CFS concept in Early Childhood Education.

Keywords: Child-Friendly School, Early Childhood Institution, Integrative-Holistic.

INTRODUCTION

A child is an individual whose age is under 18 years old (Indonesia, 2002), while preschooler is an individual whose age is 0-8 years old. As children, preschoolers possess the same rights as other children and citizens in Indonesia. Those rights shall be fulfilled so that they can grow and develop optimally. The children's rights are rights to live, to grow, to develop, and to participate fairly under the human dignity and honor. (Indonesia, 2002). Furthermore, without exception, every child is eligible for a good education (Tim, 2016) and protection from any kinds of violence and discrimination (Indonesia, 2002).

Lately, the cases of children's rights violation often occur. In 2016, KPAI (Indonesian Child Protection Commission) recorded total of 3.739 cases of children's right violation That amount increased from 2015 (Belarminus, 2016) and in 2017, there are 95 cases of children's rights violations (VIVA, 2017). Out of many cases of child rights violation cases, violence on child dominates the amount of the case (Belarminus, 2016). Apart from that, in North Sumatra, there are fifteen children right violation in

the form of educational discrimination have been reported (News.detik.com, 2011).

The irony is that the violence on children come from their closest environment such as home, school, and social environment. Regarded to the scene, the cases of violence on children happens in the family was 40%, the cases of violence on children happen in the social environment was 52%, in the school environment was 5% and other places were 3% (Belarminus, 2016). School environment took 5% of proportion. It is a little percentage if it is compared to the family and social environment. However, as a place of learning, the school environment ideally becomes a safe, comfortable, and educative place since it is managed by educated people.

Based on the existing data related to child right violation, The Indonesian Government through related ministry regulates and administer programs to protect and to fulfill child rights. Through the Deputy of Child growth and development of The Ministry of Women Empowerment and Children Protection, the government establishes child friendly programs such as: Child friendly city, child-friendly place space, a child friendly village, and child friendly school

(Arifin, 2016; Artianti and Subowo, 2017; Hajar et al., 2016; Runtianing, 2016; Saputri et al., 2014; Subiyakto, 2012). In other countries, there are also many child-friendly programs such as child-friendly city, child-friendly environment, child-friendly community, and child-friendly school (Gill, 2008; Osher et al., 2009; Wise, 2001; Wright et al., 2009). Child-friendly city programs have been implemented in many countries. It becomes an interesting place for children as it is illustrated in Spain, Occupied Palestinian Territories, Croatia, Ecuador, Brazil, India, Bangladesh, Sweden, Lebanon, Albania and Ukraine (Riggio, 2002).

The implementation of CFS has also been implemented in several locations of Indonesia. Those are: Semarang City, Pringsewu Regency, Magelang, Surakarta, Yogyakarta, Bantul, and so forth (Ahmad et al., 2017; Amalia and Sayekti, 2016; Artianti and Subowo, 2017; Farikah, 2016; Harnanto and Utami, 2017; Kristanto, 2011; Mami et al., 2015; Nur Rofi'ah, 2013; Senowarsito and Ulumuddin, 2012). The schools that have implemented CFS concept are varied from SD (Elementary school) until SMA (Senior High School).

This program warrants the fulfillment of rights and the protection of children from the violence, discrimination, and other violations in educational settings. Educational settings that implement the CFS concept will possess a condition that safe, healthy, clean, attentive, and environmental cultured (Deputi Tumbuh Kembang Anak, 2015). That situation is very suitable to be established in the PAUD. Accordingly, the Ministry of Education and Culture of the Republic of Indonesia, through PAUD development directorate, establishes a program which can fulfill the children right (Child-friendly) through Integrative Holistic Program (IH).

Integrative Holistic program in PAUD covers some scopes. The scopes of IH program covers educational service, health service, nutrition service, childcare, and protection. All those services are given to the preschoolers in PAUD comprehensively and integrated. This program has been regulated on the Regulation of Minister of Education and Culture about the National Standard of PAUD and becomes the determinant part of PAUD service' quality which has been mentioned in the national PAUD accreditation standards.

An Implementation of IH that is planned, administered, evaluated and reported well has contributed positively to the children' development. IH Program can build the children' character, train children' self-regulated, and increase the children' nutrition fulfillment, increase the parents' capacity in caring and collaboration during the children'

educational process, increase the quality of PAUD service and reach PAUD goals. (Elyana, 2017; Farida, 2015; Handayani and Munawar, 2011; Herawati, 2015; Widodo, 2017). Based on the description above, this paper discusses the IH program as the form of Manifestation of the implementation of CFS concept in PAUD.

DISCUSSION

The concept of Child-Friendly School was first formulated by the UNICEF, WHO, and Save the Children as the attempts to fulfill the children rights (Chabbott, 2004). Ministry of Women Empowerment and Child Protection, through Deputy of Child growth and development, implements the CFS program as the attempts of fulfillment and protection of the children' right in the school environment.

The CFS aims to establish a school condition that is safe, clean, healthy, attentive, and environmental cultured. This program also warrants the fulfillment of rights and the protection of children from the violence, discrimination, and other violations in educational settings. This program also supports the children participation, especially in planning, policy, learning, and supervision. CFS does not physically build a new school building, yet it organizes a school to be more comfortable for children, and assure that the school fulfill the children' right and protect them because school is the children' second home (Deputi Tumbuh Kembang Anak, 2015).

The implementation of CFS under the CFS guidelines refers to the following principles: non-discriminating, prioritize the best children' interest, prioritize the children life and development, respect the children view, and good organization. The principle of non-discriminating means that CFS assure every child' opportunity to gain an education without being discriminated based on disability, gender, ethnics, religion, and parents' background. A case in North Sumatra where a disabled child was not accepted to be a student of a school. (news.detik.com, 2011) is a form of discrimination and is not suitable with the principle of CFS

The second principle, prioritize the best' children interest means that this principle becomes the primary consideration when the administrators and the education organizers make a decision or take action. Then, by the third principle, a school that implements CFS shall create an environment that respects child' dignity and warrant the child' holistic and integrated development. CFS also covers the respect over the child right to express their view on anything that affects them in the school environment. A good CFS organizing is when it can warrant the participation, transparency

of Information, accountability, and legal sovereignty in the educational setting (Deputi Tumbuh Kembang Anak, 2015).

One of the principles of CFS emphasizes the child's development and life, in which it warrants the child holistic and integrated development. The Ministry of Education and Culture of the Republic of Indonesia, through PAUD development directorate, interpret 'Child' holistic and integrated development' into IH program that shall be applied in PAUD started from its curricula, learning plan, implementation, until evaluation and its report (Direktorat Pembinaan PAUD, 2015). Regulation about the preschooler's holistic and integrated development has been regulated since 2013 by presidential regulation.

Integrative Holistic program in PAUD covers some scopes. The scope of IH program service scope covers educational service, health service, nutrition service, childcare, and protection so that the children's well-being is reached (Direktorat Pembinaan PAUD, 2015; Republik Indonesia, 2013). The monitoring on the implementation of IH program in PAUD in Indonesia is one of the instrument items of PAUD accreditation. Thus, this program shall be implemented by every PAUD as the contribution on the attempts of establishing CFS and children well being.

The first scope is educational stimulus service. Educational stimulus is expected to be a service that can develop all aspects of child development including the aspects of religion, moral, socio-emotional, psychomotor, cognitive, language, and art. This service shall be integrated within the curricula that refers to the PAUD National standards and other standards. Education stimulus service could be given by teacher and parents. Both of them have to make a collaboration.

The second scope is health and nutrition service. In this service, PAUD does not work alone; it collaborates with the related partners such as Posyandu (center for pre- and postnatal health care and information for women and children under five), the Puskesmas (Community Health Center), others. This service covers routine activities such as monthly height and weight measuring and recording, healthy and balanced nutrition diet habituation, hand-washing habituation, other self-cleanliness keeping, and environmental cleanliness, provision of first aid box in the institution, and simple examination on child's physical condition (temperature, physical injury, and so on), Early Detection of Growth and Development (DDTK) and its intervention.

The third scope is childcare service. The childcare service needs to be done by collaborating with parents through the parents' community.

The activities can involve parenting class, so the perception of childcare in PAUD and the home becomes similar. There is parent consultation service on the child's growth and development in PAUD which conducted by the teachers, the organizer/the head, or by inviting professional counselor or psychologist. The parent engagement in the child's education in PAUD is essential for this service's success.

The fifth scope is protection service. Protection on the child in PAUD can be in the form of physical or psychological protection. The teacher's activities in assuring that the toys are safe, the playing environment is comfortable, clean and healthy is the form of child protection. Moreover, monitoring on the whole PAUD, listening to all children's interest, assuring that all PAUD elements give hospitality, taking care of child's accident immediately, and assuring the children safe when going home is the forms of child protection. In this service also need collaboration between teacher and parents.

The principles of IH program in PAUD consist of some points. Those principles are comprehensive and integrated service in all IH service scopes, continuous service for newborn until six years old, non-discriminating, services affordability, constructive culture-based in accords with local wisdom, and good governance (Direktorat Pembinaan PAUD, 2015; Republik Indonesia, 2013). Based on those principles, it can be seen that there is the relationship between IH program and CFS.

Integrative Holistic program is effective to improve the PAUD service quality if it is compared to separated service. Moreover, it can improve collaboration and communication between the parents and PAUD, it can improve the parents' knowledge about the educational, health, and nutrition problems, it can improve child's cognitive ability, even, it can improve the child's sleep quality and improve the proximity of the teacher and the child (Elyana, 2017; Handayani and Munawar, 2011; Herawati, 2015; Margono, 2016; Rahayu, 2016; Widodo, 2017; Zahraini and Sabarini, 2013).

CONCLUSION AND SUGGESTION

Based on the rationale described in the discussion, it can be said that principles and the advantages generated by the implementation of IH program are in line with CFS concept. Because of that, it can be concluded that IH program is the manifestation of the implementation of applying CFS concept in PAUD. Regulation has been set, and the benefits of IH program in PAUD has been proven positively direct on the fulfillment of child's right, it is suggested that every PAUD in Indonesia implements IH program.

REFERENCES

- News.detik.com, 2011. 15 Kasus Diskriminasi Pendidikan terhadap Anak di Sumut [WWW Document], n.d. . detiknews. URL <https://news.detik.com/read/2011/07/23/151626/1687827/10/15-kasus-diskriminasi-pendidikan-terhadap-anak-di-sumut> (accessed 3.10.18).
- Ahmad, S., Muharom, F., Ag, M., 2017. Upaya Kepala Sekolah dalam Mewujudkan Sekolah Ramah Anak Di SDIT Nur Hidayah Surakarta Tahun Pelajaran 2016/2017. *PhD Thesis*. IAIN Surakarta.
- Amalia, T.F., Sayekti, I.C., 2016. Implementasi Sekolah Ramah Anak dalam Rangka Menghadapi Masyarakat Ekonomi Asean Di SD Islam Internasional Al-Abidin Surakarta. *FKIP E-PROCEEDING* 124–133.
- Arifin, S., 2016. Kota Layak Anak Berbasis Kesehatan. *Berk. Kedokt.* 12, 117–122.
- Artadianti, K., Subowo, A., 2017. Implementasi Sekolah Ramah Anak (SRA) pada Sekolah Percontohan Di SD Pekunden 01 Kota Semarang Sebagai Upaya untuk Mendukung Program Kota Layak Anak (KLA). *J. Public Policy Manag. Rev.* 6, 128–144.
- Chabbott, C., 2004. UNICEF's Child-friendly Schools Framework: a desk review. *N. Y. U. N. Child. Fund Google Sch.*
- Deputi Tumbuh Kembang Anak, 2015. Panduan Sekolah Ramah Anak.
- Direktorat Pembinaan PAUD, 2015. NSPK: Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif di Satuan PAUD.
- Elyana, L., 2017. Kurikulum holistik integratif anak usia dini dalam implementasi self regulated learning. *Pros. HIPKIN Jateng 2017* 1, 1–7.
- Farida, E., 2015. Penyelenggaraan Program PAUD Holistik Integratif Melalui Kemitraan Dalam Meningkatkan Aspek Perkembangan Kognitif Anak Usia Dini. *PhD Thesis*. Universitas Pendidikan Indonesia.
- Farikah, F., 2016. Implementasi Model Child Friendly School (CFS) dalam Pembelajaran Bahasa Inggris (Studi Kasus Di SD Negeri Secang 1 Kabupaten Magelang), in: Prosiding Seminar Nasional "Optimalisasi Peran Pendidikan Dalam Membangun Karakter Anak Untuk Menyongsong Generasi Emas Indonesia". Prodi BK dan PGSD FKIP UAD, pp. 546–549.
- Gill, T., 2008. Space-oriented children's policy: Creating child-friendly communities to improve children's well-being. *Child. Soc.* 22, 136–142.
- Hajar, P., Ambarwati, D.R.S., M Sn, R., Astuti, E.P., 2016. Pengembangan Pedoman Ruang Ramah Anak (Child Friendly Space) Berbasis Kearifan Lokal Untuk Fasilitas Pendidikan Anak Usia Dini.
- Handayani, A., Munawar, M., 2011. Peningkatan Kualitas Pos PAUD Melalui Pengembangan Program Holistik Integratif (Penelitian Tindakan Pada Pos PAUD Se-Kalurahan Penggaron Kidul). *PAUDIA J. Penelit. DALAM Bid. Pendidik. ANAK USIA DINI* 1.
- Harnanto, N., Utami, R.D., 2017. Implementasi Pendidikan Ramah Anak Untuk Meningkatkan Keaktifan Belajar Siswa Kelas Atas Di Sd Muhammadiyah Program Khusus Kottabarat Surakarta Tahun Pelajaran 2016/2017. *PhD Thesis*. Universitas Muhammadiyah Surakarta.
- Herawati, N., 2015. Pengembangan Gizi Dan Pangan Secara Holistik Dalam Mewujudkan Anak Usia Dini Yang Berkualitas.
- Indonesia, R., 2002. Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak. Kementerian Pemberdayaan Perempuan, Republik Indonesia.
- Komnas PA: Kasus Pelanggaran Hak Anak Meningkat di 2016 - Kompas.com [WWW Document], n.d. URL <https://megapolitan.kompas.com/read/2016/12/06/14062881/komnas.pa.kasus.pelanggaran.hak.anak.meningkat.di.2016> (accessed 3.10.18).
- Kristanto, K., 2011. Identifikasi model sekolah ramah anak (SRA) jenjang satuan pendidikan anak usia dini se-kecamatan Semarang selatan. *PAUDIA J. Penelit. DALAM Bid. Pendidik. ANAK USIA DINI* 1.
- Mami, H., Rukiyati, R., Andriani, L., Purwastuti, M., Bambang, S., Si, M., 2015. Pengembangan Sekolah Ramah Anak di Kawasan Pesisir Daerah Istimewa Yogyakarta.
- Margono, D.G., 2016. Pengembangan Anak Usia Dini Holistik-Integratif Mewujudkan Anak yang Sehat, Cerdas, Ceria dan Berakhlak Mulia. *Bungamputi* 3.
- Nur Rofi'ah, S., 2013. Implementasi Pendidikan Ramah Anak Dalam Pembentukan Karakter Siswa Kelas Rendah SD Muhammadiyah Program Khusus Kotta Barat Tahun Pelajaran 2013/2014. *PhD Thesis*. Universitas Muhammadiyah Surakarta.
- Osher, D., Kelly, D.L., Tolani-Brown, N., Shors, L.,

- Chen, C.-S., 2009. UNICEF child friendly schools programming: Global evaluation final report. *Wash. DC Am. Inst. Res.*
- Rahayu, S., 2016. Stimulasi Sensorimotor Sebagai Layanan Holistik Integratif Unggulan di ECE INSTITUTION Terpadu Zaki's Club Gemolong Kabupaten Sragen *PhD Thesis*. Universitas Muhammadiyah Surakarta.
- Republik Indonesia, 2013. Peraturan Presiden Republik Indonesia tentang Pengembangan Anak Usia Dini Holistik Integratif.
- Riggio, E., 2002. Child friendly cities: good governance in the best interests of the child. *Environ. Urban.* 14, 45–58.
- Rumtianing, I., 2016. Kota Layak Anak dalam Perspektif Perlindungan Anak. *J. Ilm. Pendidik. Pancasila Dan Kewarganegaraan* 27.
- Saputri, V.R.D., Rostyaningsih, D., Maesaroh, M., 2014. Analisis Perencanaan Kota Layak Anak di Kota Semarang. *J. Public Policy Manag. Rev.* 3, 182–191.
- Senowarsito, S., Ulumuddin, A., 2012. Implementasi pendidikan Ramah Anak dalam Konteks Membangun Karakter Siswa di Sekolah Dasar Negeri di Kota Semarang. *Media Penelit. Pendidik. J. Penelit. Dalam Bid. Pendidik. Dan Pengajaran* 6.
- Subiyakto, R., 2012. Membangun Kota Layak Anak: Studi Kebijakan Publik di Era Otonomi Daerah. *Sosio Religia* 10, 49–71.
- Tim, B.I.P., 2016. *Undang-Undang Dasar Negara Republik Indonesia Tahun 1945*. Bhuana Ilmu Populer.
- VIVA, P.V.M.B.-, 2017. Sepanjang 2017, Terjadi 95 Kasus Pelanggaran Hak Anak – VIVA [WWW Document]. URL <https://www.viva.co.id/berita/nasional/991679-sepanjang-2017-terjadi-95-kasus-pelanggaran-hak-anak> (accessed 3.10.18).
- Widodo, H., 2017. Pendidikan Karakter Holistik Integratif di PAUD Terpadu 'Aisyiyah Nur'aini Ngampilan Yogyakarta. *Al-Athfal J. Pendidik. Anak* 3, 135–150.
- Wise, S., 2001. Creating 'Child-Friendly' communities: A Strategy To Reclaim Children From Risk. *Aust. J. Soc. Issues* 36, 153–167.
- Wright, C.A., Mannathoko, C., Pasic, M., 2009. Child friendly schools manual. UNICEF.
- Zahraini, D.A., Sabarini, S., 2013. Desain Pengembangan Anak Usia Dini Holistik Integratif PAUD Non Formal (Penelitian Research and Development di Pos PAUD Mutiara Kelurahan Lamper Lor Kecamatan Semarang Selatan). *PAUDIA J. Penelit. DALAM Bid. Pendidik. ANAK USIA DINI* 2.