

PROFILE OF TEACHERS IN CHILD-FRIENDLY SCHOOLS

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Abstract

The purpose of this research is to describe the profile of teachers based on his competence in child-friendly schools. Type of research is library research. The main sources information is obtained from books, journals and other writings related to the profile of teachers based on the competence required in child-friendly schools. Technic of collecting data by the identifying information of the books, previous research reports, journals, articles, web, or other information. This research uses descriptive analysis method, includes the decomposition of matter suitable object of study then described and analyzed to derive conclusions. The results showed that profile of teachers based on these competence at the child-friendly school is pedagogical, personal, professional, and social, each of which is based on the concept of rights and child protection.

Key words: profiles of teachers, competency of teachers, child-friendly schools.

INTRODUCTION

In the Constitution of the Republic of Indonesia 1945 section 31 stated that education is a right for every citizen. In 28C stated that every person has the right to develop themselves through the fulfillment of basic needs, is entitled to get education and to get benefit from science and technology, arts and culture, in order to improve the quality of life and for the welfare of mankind.

Education is a stage of institutional activities (such as schools) that is used to enhance individual development in mastering the knowledge, habits, attitudes, and so on, which can take place in formal, informal and non-formal. Schools as formal education agent must have a friendly culture in its function to achieve educational goals, and are expected to apply management-friendly schools by humanizing the student-friendly manner. This can be accomplished if all the components involved continuously.

Schools that humanizing friendly manner (the Child Friendly School) is a school that is able to ensure, fulfill, respect the children's rights and protect of children from violence, discrimination and other abuses and support the children's participation, especially in planning, policy, learning and complaining mechanism, such

as is mentioned in section 28B (2) that every children has the right to live, grow and develop and to get protection from violence and discrimination.

Able to carry out their duties in achieving national education goals as well as to ensure and fulfill the rights of children in every aspect of life, the school requires commitments sustainable. A study on the implementation of child-friendly schools conducted by Balgia (2013), declare that to be child-friendly schools are should meet at least 10 commitments: (1) no physical punishment, (2) adequate classrooms, (3) safe, comfortable and appropriate environment for school, (4) hygienic drinking water, (5) clean cafeteria, (6) refreshing for students, (7) bright and comfortable classrooms, (8) routine health check, (9) first aid facilities in emergency condition, (10) an adequate number of toilets. This commitment involves participants and objects are mutual continuously, ie teachers, educator and school infrastructure.

Teacher is one of the critical component for the implementation of the educational process in a child-friendly school. Involvement in determining the punishment and discrimination for learners as well do the learning that takes into account the rights of learners to determine the success

in education. The presence and professionalism are very influential in give influence creating a national education program. Professionalism of a teacher can be seen from its four competencies: (1) Pedagogic, the ability to manage the learning of learners; (2) personality, the ability steady personality, noble, wise and authoritative as well as being exemplary of learners; (3) Professional, the ability mastery of subject matter, broad and deep; and (4) social, ability to communicate and interact effectively and efficiently with students, the others teachers, parents/guardians of students and the surrounding community.

Based on this, the need for a study to describe the profile of teachers based on competence to go in the direction of child-friendly schools.

RESEARCH METHOD

This study is a library research that carried out by using the literature form of books, official government documents, and reports of the results of previous studies. Sources of information are obtained through literature searches, from books, journals and other writings pertaining to the competence of teachers that can be applied in a child-friendly education. Technic of data collecting by identifying information from books, reports of previous studies, journals, articles, web, or other information relating to the title of the research related to search aspects that have been determined, with the steps: collecting information that is either through books, official government documents, and reports the results of previous studies; analyze the information so that it can conclude on the subject being studied. This research uses descriptive analysis method, data analysis includes the decomposition of matter suitable with the object of study then described and analyzed to get the conclusions.

RESULT AND DISCUSSION

1. Child-Friendly School

Child friendly school is an education unit that able to guarantee, meet, appreciate the children's right and protect the children of violence, discrimination and other wrong

treatment and also support children's participation especially in planning, policy, learning and complaining mechanism. The implementation of child friendly school are based on indicators which have been set out in child friendly school's policy. According to Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 on Child Friendly Schools Policy, child - friendly school has six indicators: a) child-friendly school policy, b) implementation of curriculum, c) teacher and personnel trained CRC, d) infrastructure, e) child's participation, f) parent Participation, public agencies, business world, other stakeholders and alumni.

The first indicator, components in child-friendly school's policy include compliance with the minimum service standards in the education unit, has a policy of non-violence (with students, educators, and other school officials; code of conduct implementation of the education unit, and the enforcement of discipline and non-violence). Make an effort to implement the policy of non-violence to learners.

Indicator of the implementation of the curriculum consist of availability of documents in the education curriculum unit - based on children's rights, rights-based on planning of children education, learning process that takes into account the rights of children, and assessment of learning outcomes refers to the rights of children.

Indicator of teachers and personal trained consist of principals, teachers, guidances counseling, librarians, administrators, school guards, janitors, security guards, and school committees trained by the CRC (Convention on the Law of the Child). In the CRC, there are several provisions that are being particular concern, to protect the child from all forms of physical or mental violence, abuse, neglect, or exploitation, including bad treatment social persecution. Child disabilities should enjoy a full and decent life in a state that ensures dignity, to increase confidence and facilitate the child's active participation

Indicator of infrastructure consist of capacities of classrooms in accordance

with the number of pupils, hardware learn child-friendly (desk, chair, adequate lighting), has a toilet: have sewerage that do not pollute the environment, has a washstand, have the clean water, have friendly building and secure disaster, have counseling rooms, have space of creativity (corner happy, where learners express themselves), have a sports field, has an area / playroom (location and design with adequate protection, has a living room library, have a place of worship, has a healthy canteen: available landfills (disaggregated and closed) in every class, symbol/ signs associated with CFS (eg symbol - no smoking, prohibited bullying; mark - the point of assembly, men, women, disability), availability of media communication, information, Education and Communication (IEC) associated with child friendly school (eg steps of handwashing with soap).

Indicator of the children's participation in a planning stages among the education leaders go along with the school committee formed a team of developers child-friendly schools identify potential, capacities, vulnerabilities, and threats. The learning process runs inclusive and non-discriminative, condition of learning process develop the character and children's potential, the assessment carried out without discrimination to children, learning process is done in a state of fun, loving and free from discrimination to children both inside and outside the extracurricular activities well individually or in groups, learners engage in playing activities and participate in cultural activities and arts. There is a protective mechanism to learners to make a complaint. In the aspect of monitoring and its evaluation, assessment and its evaluation based on process authentic assessment, implementation of evaluation model and evaluation to measure the child's ability without comparing one with the other.

Indicator of parent/ guardian participation, public agencies, the world of business, other stakeholder and alumni covers several aspects: 1) Parents/ guardians: a) Provide a regular time of at least 20 (twenty) minutes a day to listen, and respond

to vent children, b) Provide the time, thought, energy, and material based on the ability to ensure the growth and development of interests, talents, and abilities, c) approve every activity of students in the educational unit fit with the principles of child friendly school, d) supervise security, safety, and convenience of learners including ensuring a healthy use of the internet and social media, e) proactive to ensure child friendly school entry in the preparation, implementation, and accountability of RKAS, f) actively participate in coordination meetings in the implementation of the child friendly school. 2) community agencies: a) facilitate the activities related to the implementation of the child friendly school b) supervise the security, safety, and comfort of students, c) proactive in supporting the implementation of the principles of child friendly school, d) provide access to students and educators for field trips, field work practice (PKL), arts and cultural activities. 3) The business world in the form of Program Corporate Social Responsibility/Corporate Social Responsibility (CSR): a) Facilitate the activities related to the implementation of the child friendly school, b) Build the infrastructure to support the activities of the child friendly school, c) Provide access to students and educators for field trips, Field Work Practice (PKL), 4) other stakeholders: a) Facilitate the activities related to the implementation of the child friendly school is not binding, b) Provide facilities and infrastructure to support the activities of the child friendly school, c) proactive to support the efforts to ensure the safety, security, comfort of the child, including the adverse effects of social media and mass media 5) Alumni: a) Association of alumni support the organization of child friendly school, b) participate in the management committee of the education unit.

2. The competence of teachers

Teachers as educators must master the four competencies: pedagogy, personal, professional and social. Pedagogical competence is the ability to manage the learning of students. Personal competence is

the ability steady personality, noble, wise and dignified as well as being exemplary learners. Professional competence is the ability in mastering the subject matter broadly and deeply. Social skill is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/ guardians of students and the surrounding community. The indicators of the four competencies are presented in the following table :

Table 1. Competence of teachers indicators

competence	Indicator
Pedagogy	a. understand the characteristics of learners
	b. understand the children's potential
	c. understand the theory of learning
	d. master a variety of models and learning strategies
	e. master how to apply ICT in teaching learning process
	f. master the Indonesian language as a medium of effective instruction.
	g. master the pedagogic approach to the problem
	h. design a comprehensive teaching-learning process
	i. assess the progress of students totally
	j. guide the children when face problems in the learning-teaching process
	k. master the principles and learning-teaching process
Personality	a. have a high commitment and willingness to do its job

- b. have compassion to students without discriminating
- c. have a strong sense of responsibility in carrying out its function as a teacher
- d. noble

Professional	a. master the substance / material / subject
	b. master learning equipment and learning resources that are required in learning-teaching process
	c. master the learning process of environmental resources that can be used to support the learning process
	d. master how to apply the information technology to improve the effectiveness of children's learning
	e. master how to plan lessons that packaged content, media technology and values within each lesson
Social	a. Understand several influential factors in creating a learning environment
	b. Understand factor of socio- cultural and economic influence in the education of learners proses
	c. Understand the importance of the relationship between schools and parents and community leaders that influence the educational process in schools

- d. Understand the values and norms and upheld by society
 - e. Understand the approach adopted in schools
 - f. Master and understand the changes due to the impact of globalization
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From the child-friendly school's indicators and teacher's competence, can describe the profile of teachers on bring about their noble task based on competency to go in the direction of child-friendly schools:

a. Pedagogical competence

Able to manage the education of students, teachers can do the learning process is inclusively and non-discriminatory, which is related to aspects of the child's life based on the principles of equality, justice, and individual rights and without any differences in treatment. Psychologically, the success of learning is strongly influenced by the characteristics of learners. Therefore, teachers must understand both classical and individually. According to the theory of development Jean Piaget, students in kindergarten, elementary, middle, high school have different characteristics according to the cognitive development.

Teachers understand the theory of learning to understand the characteristics of learners. Each learner has the traits, characters and potentials / interests/ talents are different from one another. From this diversity, teachers will determine the types of models and learning strategies appropriate, carried out under conditions of fun loving and free from discrimination children both inside and outside. The examples is snowball drilling model. Based on result of research from Yuni (2013), this model having several criteria for active learning, effective, efficient, and quality for demanding creativity in the learning process and the effectiveness of student thinking so can improve the absorption of students.

Drilling snowball model focuses more students as a subject of study and provide greater opportunities to construct knowledge through interaction both with the teacher and with his own friends. This model can increase the confidence of students. The implementation of child-friendly education through learning drilling snowball model can increase a sense of comfort, a safe, fun and not boring when the learning process runs. This condition is consistent with the statement on the CRC, that the child has the right to develop the skills, learn other skills, student dignity, self-esteem and confidence. If the child has difficulty in learning, teachers are required to understand it.

Besides this model, there are several learning method that suitable with child-friendly school. Kriti Vaidya (2014) declare that, the teachers do not limit the teaching methods. They also use demonstration method, collaboration method and learning by teaching method; hence making the teaching and learning process effective. In order to make teaching and learning activities exploratory, interactive and promotional emphasis should be placed on aspects such as project work case studies, observations, and so on.

The teachers must create a conducive atmosphere to make the students feel comfort and able to express its potential. Several aspects need to be considered in planning school's programs that relate to the stages of growth and development of learners. They can participate actively in various activities programs based on their needs.

Teachers conduct authentic assessment, to quantify the ability of children without compare and without discrimination to children, norm assessment, transparent, accessible to students and parents /guardians. Learners will gain value according to their ability. Teachers can implement the mechanisms and procedures of assessment instrument learning outcomes of students through a reward system for students excel both in academic and non-academic, provide guidance and motivation to learners who are less successful in the evaluation, do not embarrass her in front of learners. Correct

and assess the homework. Give the learners opportunity to assess the performance of teachers .

b. Personal competence

Indicator of teacher and personnel trained CRC include in personal competence. As an educator, teachers have the ability steady personality, noble, wise and dignify as well as being exemplary learners. They have a high commitment and willingness to do its job. In learning, teachers educate with heart, have compassion without discrimination. A teacher morality, which has a policy of anti threats, insults and anti -violence to students, educators, as well as employees from other educational units. The most important thing for teachers is viewing children as competent and strong rather than needy and weak. In such a situation teachers avoid corporal punishment because they believe that it is very dangerous for children. Jamal in Khush Funer Murtaza (2011), believes that physical punishment hinders learning and causes irreparable psychological damage, including confidence and self esteem. Corporal punishment has negative emotional effects. It can cause depression, anxiety, and other emotional problems.

Teachers are discipline and responsible in implementing the learning process from planning, implementating, assessing and monitoring in education. If there is something that become an obstacle in teaching in the classroom, the educators do not neglect to their students. The teacher gives fair treatment for boys and girls, smart - poor, rich, poor, normal - disabled, child - child labor officials, apply the norms of religious, social and cultural. And affection to the children, give attention to those who are weak in the learning process because it provides physical and nonphysical punishment could be a traumatic for children. Respect the rights of children, both among students, between energy, education and between education staff and students

c. Professional competence

Professional competence is the ability in mastering the subject matter broadly and deeply. Teachers are able to

master the material/substance /content of the lessons and teach based on the concept of rights and child protection. Teachers are able to master how to develop lesson plans that packaged content, media technology and value in any learning process based on the age and abilities of children. The planning process is designed on interactive learning, inspiring, fun, challenging, motivating to play an active role, giving enough space for innovation, creativity, and independence in accordance with their talents, interests, physical and psychological development of learners. Based on result by Khush Funer Murtaza (2011) in result of interview, teacher must to provide child friendly environment for students. For instance, teacher encourage them to express their ideas freely. Teacher also provide them different materials to play and work in pairs and groups. Therefore, teacher have established learning areas in our classrooms. The purpose of these areas is to provide an environment where children can play and manipulate with materials; they can use these materials for their learning.

Professional competence related to implementation curriculum. In CFS classrooms, curriculum and instructional materials are designed with student learning outcomes in mind. Teachers utilize content and curriculum knowledge appropriate to students' grade levels. Teachers use child-friendly instructional method that engage all learners. Girls and boys are treated equally.

Teach based on curriculum abilities and learn the styles of each child. Active, cooperative and democratic learning. Good quality of structured contents and materials resources. Teach a child how to learn to protect children from abuse and the danger of violence.

Teachers are able to master how to apply information technology by giving to access to children to get information and improve the knowledge, skills and attitudes regarding cultural values. Master teacher learning resources in a manner invites students to explore in the surrounding nature and involved in activities that develop competencies by emphasizing learning

through doing something (learning by doing, demonstration, practice, etc).

d. Social competence

Teachers understand several influential factors in creating a learning environment. Conducive school environment can grow and develop the potential of learners because students 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 learners.

Indicators of n parent/ guardian participation, public agencies, the world of business, other stakeholder, and alumni are very related to social competence. Teachers are able to communicate and interact effectively and efficiently with students, the other teachers, parents/ guardians of students and the surrounding community. In child-friendly scholl's indicator of the role of the community and the business world in schools, teachers are able to bridge the revitalization activities meeting the parents /guardians and students as a vehicle to express and appreciate a matter relating to the educational process. Communication between teachers and parents /guardians of students is needed in terms of developing an activity that can derive to link the interests and talents of the students. Monitoring the student's attendance can be done continously by having communication with the parent/ guardian. Based on Law No. 20 of 2003, section 7 which states that : (1) Parents have the right to participate in choosing their education and obtain information about the development of their children's education; (2) provide basic education for their children after compulsory obligation.

Learning in Elementary School on the theme " Different Types of Jobs" , the teacher can bring a community leader who works on specific areas such as doctors, polices, lawyers, carpenters, drivers, and others. The presence of these community leaders greatly assist students in

understanding the material given by the teacher.

CONCLUSION AND SUGGESTION

Profile of teachers based on competence in child-friendly schools are : 1) Competence pedagogy, which is managing the learning of students, 2) Competence personality, which became a private stable, noble, wise and dignified as well as being exemplary learners, 3) Professional competence, is mastering the subject matter broadly and deeply, 4) Social skills, the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/ guardians of students, and the surrounding communities, each of which is based on the concept of rights and protection child.

Based on this result of research, can be suggested : (1) educational units programmed to implement the child-friendly scholl by forming a team of developers child-friendly scholl, (2) provide briefing to educators in mastering competence of teachers in accordance with child-friendly schools, (3) As a educators, parents and community always apply child-friendly education in their respective environments.

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