

The Child-Friendly School Literacy Movement at The Indonesian Daan Haag School, The Netherlands

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ABSTRACT: The child-friendly literacy movement is a movement that must be implemented by all educational units. Components of child-friendly schools include: 1) SRA Policy; 2) Educators and education personnel trained on child rights; 3) Implementation of a child-friendly learning process with the application of non-violent discipline; 4) Facilities and infrastructure that are child-friendly do not endanger children, and prevent children from getting hurt; 5) Child participation; 6) Participation of parents, community organizations, business world, other stakeholders, and alumni.

Through the child-friendly literacy movement, it is hoped that students will be comfortable at school. Because the school is a place for studying knowledge, but if the school is not able to make children excited, it is necessary to evaluate the things that are lacking. The characteristics of this type of child-friendly school are being fair to students, comfortable learning methods, to a comfortable and beautiful school and classroom environment. Friendly schools build a new paradigm in educating and teaching students to create a new generation without violence, fostering adult concern and fulfilling rights and protecting children from things that harm their future.

KEYWORD: Movement, 2; Literacy 3; School, 4; Friendly and 5; child

INTRODUCTION

According to Yosada and Kurniati Agusta (2019) that child-friendly schools do not make new buildings but instead build a new paradigm in educating and teaching students to create a new generation that is resilient without violence, growing the sensitivity of adults in education units to fulfill rights and protect students. In an effort to create a Child-Friendly School, it is necessary to support various parties, including the family and the community, which are actually the closest educational centers for children.

Elementary and junior high school children are usually children who are in a phase where their motor skills are developing significantly. However, it should be noted that elementary and junior high school children are also starting to experience other problems such as intimidation, nutritional needs, and sex education. Childhood bullying and school violence can have lifelong consequences for elementary and middle school children. If our students are being bullied, the situation must be taken seriously. Help students make plans to stop the bullying and take the necessary preventive steps. This is where the roles of teachers in educating students in the process of discovering who they are.

Studying in formal educational institutions is increasingly complete with various problems. Literature studies also show that the role of the teacher is increasingly complex. Complaints by teachers, students and writers about the low comfort level of students at school must be found a solution. This problem arises due to several factors, the low knowledge about child-friendly literacy in schools which has been caused by many things, starting from the curriculum, teachers, students, infrastructure facilities, understanding of learning concepts. Various solutions that can be achieved to overcome this, including the school as a place to play, carry out innovative learning, provide assistance to students who have learning pressures and discomfort, the role of teacher supply institutions and sustainable empowerment, learning evaluation systems, applications in the context of schools should be an activity that builds and creates knowledge based on enjoyable experiences. Which can construct knowledge and provide real meaning to students.

The current rapid era of globalization requires students to be able to think creatively, critically and care. This can be developed if the learning atmosphere and learning process in schools are carried out professionally and in accordance with the characteristics of the child. For this reason, the Child Friendly School Literacy Movement (GLSRA) is needed. With the Friendly School Literacy Movement, all elements in educational institutions are responsible for monitoring and evaluating all activities of students and educators.

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The Child-Friendly School Literacy Movement (GLSRA) will make it easier for managers of educational institutions to process the learning process. Teachers are sometimes accused of being the cause of an empty learning atmosphere both inside and outside the classroom. It cannot be denied, there are teachers who have no potential (not interested in learning). They teach simply, learning in the room feels stiff and causes boredom for students.

In line with research results, Wuryandani, (2018) Implementation of fulfilling children's rights through child-friendly schools. Found that with the implementation of child-friendly schools, schools carry out fun learning, take advantage of the environment, develop children's interests and talents, provide time for play, rest and exercise, students are given the opportunity to appreciate local cultural arts, use educational game tools, create a learning atmosphere that develops environmental aspects.

The same thing was also found in research conducted by Yosada (2019) Creating ChildFriendly Schools, found that the family environment is the first and foremost education for children so that the family acts as economic protection, as well as providing space for expression and creativity. While the School Environment plays a role in serving the needs of students, especially those who are marginalized in education, caring for the condition of children before and after learning, caring for health, nutrition, and helping to learn to live a healthy life, respecting children's rights and gender equality, as a motivator, facilitator as well as friends for children.

The results of research conducted by Putri, A., and Akmal, A. (2019). With the title ChildFriendly Schools: Challenges and Implications for Fulfilling Children's Rights.. Finding the supporting factors for the implementation of child-friendly schools at SMP N 11 Padang include school quality, quality and commitment of human resources while the inhibiting factors are the absence of a special curriculum, several parents don't care, and the availability of land and funds is minimal. The implementation of child-friendly schools at SMP N 11 Padang has not been optimal so that the risk of cases of violence against children occurring at school is still high.

Similar research was conducted by Hamadani, Ahmad (2015) Natural School; Alternative

Child Friendly Schools. The results showed that the presence of the Nature School in Bintaro, South Tangerang City, brought fresh air amidst the rampant cases of violence that occurred in schools. Sekolah Alam Bintaro Kota Tangerang has shown how a well-formed school system is able to present an alternative educational environment that is appropriate for children.

The results of research conducted by Kristianto et al. (2011) Identification of Child Friendly School Models (SRA). Levels of Early Childhood Education Units in South Semarang District. Published in the PAUDIA Research Journal, Volume 1 No. 1. The results show that the identification of Child Friendly Schools in early childhood learning at the Early Childhood Education Unit Level in South Semarang District is quite good. In practice, learning activities using the principles of Child Friendly Schools are almost close to the existing theory. This is evidenced by the results of observations and documentation at each level of PAUD units throughout the South Semarang District. Observation and documentation focused on the completeness of facilities and infrastructure used in Early Childhood Education Units throughout the South Semarang District, the implementation of learning methods, attitudes towards students, and environmental health. The facilities and infrastructure used in PAUD units throughout the South Semarang district have been arranged in such a way that the environment as a whole can support children's activities, both physically, mentally and motorically.

A child-friendly school is an open school concept, trying to apply learning that pays attention to the psychological development of its students. Develop study habits in accordance with the child's natural and psychological conditions. Also added by Aqib (2008: 55) the childfriendly school model gives more good prejudice to children, teachers are aware of the different potentials of all their students so as to provide opportunities for their students to choose activities and play activities that suit their interests.

The task of a teacher is to direct students to believe in themselves according to the signs given by the teacher and must be in accordance with predetermined teachings. That is, teachers must be able to build the confidence of their students in changing themselves for the better.

The teacher's ability to understand the psychological condition of students at SIDH needs to be improved, therefore a "Child Friendly School Literacy Movement at the Indonesian School Den Haag-Netherlands" is held.

It is very possible for the Child Friendly literacy movement to be developed and applied as a tool to develop students' insights. Hudiyono explained that there are many reasons behind the need for Child Friendly Schools. Among them is School-Based Management (SBM) which shows that the creativity and initiative of students is considered to clash with the learning environment by having to pursue certain values, the Fulfillment of Children's Education Rights (PHPA) is not yet optimal, the educational process still makes children as objects and teachers are the party that feels the most right and never wrong and the number of Children with Special Needs (ABK) in Indonesia from year to year tends to increase. "Therefore, the implementation of Child Friendly Schools must also meet the values of its implementation. Among them are respecting human rights including children's rights, empowerment oriented, independence, local wisdom, relevant to children's daily conditions, and developing creative, critical and caring thinking systems," (quoted on the Surabaya daily's online page).

With all the devices owned by the school, of course it must be maximized in expressing creative ideas in the 5.0 era. the teacher's contribution in cultivating character will certainly find a bright spot in achieving the future of students through the child-friendly school literacy movement.

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IMPLEMENTATION OF SERVICE

Child Friendly Schools are schools that consciously seek to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. The main principles are nondiscrimination of interests, the right to life and respect for children. As stated in article 4 of Law No. 23 of 2002 concerning child protection, it states that children have the right to be able to live, grow, develop and participate fairly in accordance with human dignity and dignity, and to receive protection from violence and discrimination.

With the child-friendly literacy movement, children's abilities will increase, because students learn with pleasure in a happy atmosphere accompanied by teachers who always provide services which certainly makes students feel at home for long at school. The Convention on the Rights of the Child and the Law on Child Protection mandate the state to be able to fulfill, guarantee and protect children's rights, and ensure that education units are able to develop children's interests, talents and abilities and prepare children to be responsible for a life that is tolerant, mutual respect and works together for progress. and the spirit of peace.

In practice, the child-friendly literacy movement in schools starts in a very simple way, namely reading or writing for 15 minutes which is done by the teacher and students together and of course it is done with pleasure.

The activities that become the reference agenda for education units that carry out "Daily Learning Activities Outside the Classroom" are as follows:

1. Greet students with a smile, greet, greeting Strengthening Character Education (PPK);
2. Singing the Indonesia Raya song (3 stanzas) PPK (10 minutes);
3. Wash hands before eating PHBS (5 minutes);
4. Pray together before eating faith and taqwa (2 minutes);
5. Healthy breakfast together prepared by health parents: balanced nutrition (30 minutes);
6. Pray after eating faith and taqwa (2 minutes);
7. Wash hands after eating Healthy Clean Living Behavior (PHBS) (4 minutes);
8. Checking the environment, removing plants, goods or things that are harmful to children climate change: love the environment (20 minutes);
9. Turning off lights, unnecessary electrical equipment and turning off open water faucets climate change: save energy (10 minutes);
10. Reading books outside the literacy movement class (15 minutes);
11. Simulation of disaster evacuation in song and movement for disaster risk reduction (10 minutes);
12. Sports gymnastics (5 minutes);
13. Traditional cultural games (45 minutes);
14. Clap on Children's Rights and Child-Friendly School Yells (7 minutes);
15. Child Friendly School Declaration (5 minutes). Conducted if the education unit has not implemented the declaration;
16. Inauguration of the Child Friendly School team (5 minutes);
17. Closing by singing the song Forward Undaunted (5 minutes).

This activity aims to provide space for children to move and express themselves, care for the environment, play without gadgets. The purpose of the activity is real and useful learning to increase knowledge and child growth and development as well as support culture and love for the motherland and creativity in efforts to strengthen character education.

Based on the results of interviews and observations at this school, almost all students and teachers instill discipline in utilizing study time. This is done to create a sense of fun in learning.

Learning according to them does not have to be in the classroom, but can also be done outside the classroom.



Figure 1. Learning while playing in the Schoolyard

Functioning the school environment, such as a library, class book corner, or reading area, to foster residents' interest in reading by enriching it with text-rich materials. Then, provide good library facilities or reading corners in each class.

The child-friendly literacy movement in schools encourages children to have an intelligent mindset in using knowledge sources in printed, visual and auditory forms

In the current digital era, literacy is very important for filtering information. Building and developing literacy is not a process that results can be seen immediately in a short time. However, the child-friendly literacy movement in schools can be the first step to building awareness for all of us of the importance of the presence of children who are able to read, write and understand information from various sources so that they are not easily instigated and divided by hoax news.

DISCUSSION

As stated in article 4 of Law No. 23 of 2002 concerning child protection, it states that children have the right to be able to live, grow, develop and participate fairly in accordance with human dignity and dignity, and to receive protection from violence and discrimination. Mentioned above, one of them is participation which is described as the right to express opinions and have their voices heard.

With the intensification of the child-friendly school literacy movement, it is hoped that teachers will prioritize the needs and comfort of their students. Learning will be dynamic without any discrimination in student services. The teacher will appear with all the positive potential he has. And will be a strong driving force for students in welcoming the future.

Children play while learning, this opens up opportunities for the ability to develop kinesthetics and develop healthy thinking like students. Based on the results of interviews with students, they said that they enjoyed learning as it is now, unlike what they experienced when they were at Indonesian schools.



Figure 2. Open communication between teachers and students

The Child Friendly School Literacy Movement (GLSRA) is important considering that children spend eight hours a day at school. Therefore, the existence of programs from ministries/agencies that are currently school-based and support the desired conditions in childfriendly schools is one of the solutions in preventing violence against children.

Schools as a means to get services and education must certainly be a part that is always missed by students. Schools that are open involve children to participate in all activities, social life, and encourage children's growth and development.



Figure 3. Use of IT, still under teacher assistance

Overall, the education system in the Netherlands works very well, but it is very different from most other countries. Also, there are different policies in every city. The education system in the Netherlands has a focus on teamwork so that it will create an ideal environment for socializing.

The style of teaching in Dutch schools and universities is highly interactive and student-centred. The teachers will give attention and freedom for students to develop their creativity.

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The principles below are the things that underlie the creation of child-friendly schools. The contents are as follows.

1. Non-discrimination, meaning that every child can get their rights without any discrimination.
 2. The best interests of the child, meaning that all policies or decisions that are made later are truly the best for the child's education.
 3. Life, survival and development, meaning that the school environment pays attention to the dignity of children and provides guarantees for the development of each child.
 4. Respect for children's views, meaning respecting every child's views that affect their development.
 5. Good management, meaning that there is a guarantee of transparency, accountability, participation, and the rule of law in schools.
- To improve and develop the child-friendly school literacy movement, the service team provides training for 6 days. It is hoped that students and teachers can further add to and increase their knowledge in terms of the Child-friendly school literacy movement, so that literacy in this child-friendly school provides flexibility in learning for students.

Friendly schools build a new paradigm in educating and teaching students to create a new generation without violence, fostering adult concern and fulfilling rights and protecting children from things that are not desirable.



Children are the forerunner of the next generation of the nation. Success in educating children is an indicator of success in the future. As you know, most children spend their time studying at school. That is why, school seems to be the main home for children to gain knowledge after home.



Figure 4. Discussion in the open field

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To support the success of children's learning at school, you must pay attention to the safety of children while studying. The security in question can be in the form of environmental security, food intake, learning, and so on. For example, the child's learning environment must be safe from bullying. So that learning objectives can be achieved.



Figure 5. Get to know the types of plants in the school environment

CONCLUSION

Literacy in Child-Friendly Schools at Daan Hag Indonesian School can be said that the learning process is going well which creates a sense of comfort between teachers, parents and students.

This can be seen from the enjoyment of students when playing while learning. There is no feeling of boredom or stress. Utilization of facilities and infrastructure, used with full responsibility. The attention given by the teacher increases students' self-confidence in completing the tasks given. The influence of the school environment, and the role of both parents in children's education, provides a separate motivation for students. Parents' awareness of their responsibilities and roles as first and foremost educators greatly influences children's self-development.

The results of interviews with teachers show that teachers must know students before teaching, know their character, hobbies, and know what students don't like in learning. The teacher also emphasizes the importance of responsibility, discipline, and self-confidence.

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