Child-friendly Education in the Review of State Policy and Problematics of Children in Indonesia in Education

M.Syahran Jailani[1]; Saidin[2*]; As'ad Isma[3]
UIN Sulthan Thaha Saifuddin Jambi[1-3],
*Corresponding Author. E-mail: m.syahran@uinjambi.ac.id1, saidin.majid11@gmail.com[2]
asadisma@uinjambi.ac.id[3],

Abstrak

Pendidikan ramah anak merupakan pendidikan yang memberikan rasa aman dan nyaman bagi anak. Tujuan penelitian ini adalah untuk menganalisis dan mendeskripsikan kebijakan negara terhadap pendidikan anak di Indonesia, Problematika anak-anak di Indonesia dalam pendidikan, dan Kesempatan anak-anak tumbuh kembang dalam masyarakat modern. Pendekatn penelitian ini menggunakan pendekatan studi kepustakaan, dalam penelitian ini tidak terdapat lokasi penelitian karena seluruh data diambil melalui buku dan jurnal ilmiah. dengan teknik pengumpulan data dokumentasi dan teknik analisis data dengan mereduksi data, menyajikan data dan verifikasi. Hasil penelitian ini ditemukan bahwa kebijakan negara terhadap pendidikan anak diindonesia disusun melalui kebijakan PPPA Nomor 8 Tahun 2014 yang mengatur akan pendidikan ramah anak yang dapat memberikan pendidikan yang aman dan nyaman bagi anak didik disekolah. Masalah pendidikan di Indonesia, yaitu keterbatasan pengetahuan teknologi, keterbatasan sarana dan prasarana, dan keterbatasan pengalaman. Era modern saat ini banyak dari anak-anak yang salah dalam memanfaatkan perkembangan teknologi, sehingga memberikan beberapa efek negatif bagi kesehatan fisik dan fsikis anak.

Kata Kunci: *Pendidikan, Ramah Anak.*

Abstract

Child-friendly education is education that provides a sense of security and comfort for children. The aim of this research is to analyze and describe state policies towards children's education in Indonesia, problems of children in Indonesia in education, and opportunities for children to grow and develop in modern society. This research approach uses a library study approach, in this research there is no research location because all data is taken through books and scientific journals. with documentation data collection techniques and data analysis techniques by reducing data, presenting data and verification. The results of this research found that state policy towards children's education in Indonesia was prepared through PPPA policy Number 8 of 2014 which regulates child-friendly education that can provide safe and comfortable education for students at school. The problems with education in Indonesia are limited technological knowledge, limited facilities and infrastructure, and limited experience. In today's modern era, many children are making the wrong use of technological developments, thus having several negative effects on children's physical and physical health..

Keywords: Educational, Child Friendly.

Introduction

Child-friendly education is education based on the 3P principle in its learning process. Provision is the availability of children's needs such as love/affection, food, health, education and recreation. Protection means protecting children from threats, discrimination, punishment, mistreatment and all forms of harassment and inappropriate policies. The last principle is participation which is the right to act that students use to express freedom of opinion, ask questions, argue, play an active role in class and at school (Vemmi et al., 2021).

Child-friendly education is creating a conducive learning environment, thus it is expected that students in this case children can learn calmly, effectively, comfortably and safely from any disturbances that can disrupt the conduciveness of education at school. In addition, child-friendly schools must guarantee the freedom of children to develop their potential, guaranteed no intimidation, violence and threats from any party (Muhlasin & Khizanatul, 2019).

Child-friendly education includes the scope of school, environment and home. Because the child's learning process involves these three elements, child-friendly education cannot be implemented in school, home or environment alone, but must be integrated between the three and become a shared responsibility to care for, protect and develop children according to their potential by giving them freedom of thought so that their potential is guided in an optimal direction (Muhlasin & Khizanatul, 2019). Child-friendly education is a process where children feel a conducive, comfortable, pleasant and joyful educational environment. Thus, children get good education and educational processes and participate in learning comfortably and safely (Muhlasin & Khizanatul, 2019).

Child-friendly learning is the instillation of a sense of love for students in the form of gentleness, not violence. Because violence is not the best way to educate children for whatever reason. With violence given by teachers will only cause deep fear for children. Learning with fear will not get maximum results. With the wrong punishment and violence will also cause feelings of torture in children, and schools will seem like frightening institutions and far from the values of parenting. Thus, both the structure and culture of the school as invisible aspects should show their role as a dampener of violence so that direct violence occurs both by fellow students and educators at school. Thus, a friendly educational environment will show its role in children's learning to improve their quality (Abd.Azis, 2017).

Based on the background above, the researcher wants to study more deeply about education & child-friendly education with the aim of analyzing and describing state policies towards children's education in Indonesia, the problems of children in Indonesia in education, and the opportunities for children to grow and develop in modern society.

Method

This study uses a library research approach. Library research is a search and research with the method of reading and reviewing various journals, books, and various other published manuscripts related to the research topic in producing a writing related to a research topic. In this study there is no research location, because all data is taken from journals, books, and scientific proceedings. Data collection techniques use documentation, and data analysis techniques with data reduction, data presentation and drawing conclusions.

Result and Discussion

The results of this study can be presented by the author as follows:

A.   State policy on children's education in Indonesia

Policy and education are two terms used to describe educational policy, and both have very broad meanings, politics, decisions, power, conventions, rules and norms, strategic plans, and programs are all referred to as policies (Josly et al., 2023). Education is based on the influence of the five senses and through experience and the potentials that are owned to be developed (M.Syahran, 2014b). Educational actions help find identity through participation in the world of life together with other environments (M.Syahran, 2014a).

The determination of education policy is the responsibility of the government in order to achieve the goals of the state that support welfare. The education curriculum is included in the education policy that has been set. The education curriculum can be seen as a reflection of the overall educational ideals. The Indonesian education curriculum also undergoes periodic revisions. Every change cannot be separated from an alternative approach to learning. Because schools are made reasonable in Regulation No. 12 of 2012, which states that education is a deliberate and planned effort to create an atmosphere and learning process so that students actively develop their full potential to have the strength of religious spirituality, personality, self-control, noble morals, intelligence, and skills needed for themselves, society, and the country (Josly et al., 2023).

The determination of the Indonesian people to fulfill children's rights and protect children, especially in the field of education, is stated in Article 28 C of the 1945 Constitution of the Republic of Indonesia, which states that every child has the right to develop themselves through

the fulfillment of basic needs, has the right to receive basic education and obtain benefits from science and technology, art and culture, in order to improve the quality of their lives and for the welfare of humanity, and the procedures for its implementation are regulated in Article 9 paragraph (1) of Law Number 23 of 2002 concerning Child Protection, which states that every child has the right to receive education and teaching in order to develop their personality and level of intelligence according to their interests and talents. The same thing is also explained in Article 29 paragraph (2) of the 1945 Constitution, which states that every child has the right to survival, growth and development and has the right to protection from violence and discrimination (Safitri & Irfan, 2019).

The government's policy regarding child-friendly education is stated in the Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning child-friendly school policies. Article 1 explains in paragraph (1) A child is a person who is not yet 18 (eighteen) years old, including a child who is still in the womb (2) Children's rights are part of human rights that must be guaranteed, protected and fulfilled by parents, family, society, government and the state (3) Child-Friendly Schools, hereinafter abbreviated as SRA, are formal, non-formal and informal education units that are safe, clean and healthy, care about and have a culture of the environment, are able to guarantee, fulfill and respect children's rights and protect children from violence, discrimination and other mistreatment, and support children's participation, especially in planning, policies, learning, supervision and complaint mechanisms related to the fulfillment of children's rights and protection in education (4) Child-Friendly Districts/Cities, hereinafter abbreviated as KLA, are districts/cities that have a child rights-based development system through the integration of government, community and business commitments and resources that are planned comprehensively and sustainably in policies, programs and activities to ensure the fulfillment of children's rights (5) The KLA Task Force is a coordinating institution at the national, provincial and district/city levels that coordinates policies, programs and activities to realize KLA (RI, 2014).

Safitri Rangkuti & Irfan Ridwan Maksum in their research explained that to ensure the fulfillment of children's rights such as health, safety and comfort of children at school, the Ministry of Women's Empowerment and Child Protection issued the Minister of PPPA Regulation Number 8 of 2014 concerning the Child-Friendly School Policy which is part of the indicators of the Child-Friendly Regency/City Policy as regulated in the Regulation of the Minister of Women's Empowerment and Child Protection (PPPA) No. 12 of 2011 concerning the Indicators of Child-Friendly Regency/City (KLA) Article 11 states that "Education Cluster, Utilization of Free Time and Cultural Activities include: (a) early childhood education participation rate; (b) percentage of compulsory education for 12 (twelve) years; (c) percentage of Child-Friendly Schools; (d) Number of schools that have programs, facilities and infrastructure for travel to and from school and (e) facilities are available for creative and recreational activities that are child-friendly, outside of school, which can be accessed by all children (Safitri & Irfan, 2019).

The description above can be formulated that the state policy on children's education in Indonesia is formulated through PPPA policy Number 8 of 2014 which regulates child-friendly education which can provide safe and comfortable education for students at school.

B. Problems of children in Indonesia in education

Quantitatively, it can be said that education in Indonesia has progressed. The indicator of achievement can be seen in the community's literacy skills which reached 67.24%. This is a result of the education equality program, especially through the IMPRES SD built by the New Order regime. However, the success in terms of qualitative education in Indonesia has not succeeded in building a nation's character that is intelligent and creative, let alone superior (Afifah, 2015).

Many graduates of formal educational institutions, both secondary schools and universities, seem to have not been able to develop creativity in their lives. High school graduates find it difficult to work in the formal sector because their skills are not yet sufficient, and graduates of non-vocational high schools (SMK) also experience the same problem. For graduates, only a small number work in the formal sector, most of them have the characteristics of only understanding theory and being weak in practice, motivation to learn only

to pass exams, oriented towards achieving grades or limiting targets, learning orientation only on individual courses separately, the learning process is passive, and the use of technology that is separate from the learning process (Afifah, 2015).

From the aspect of daily behavior, there is also a lot of dissatisfaction with students. Many people complain about students who are impolite to teachers and parents, many students no longer want to help their parents with daily tasks at home. The influence of social media and telecommunications on the younger generation is so great. They tend to celebrate their UN graduation with sex and alcohol parties, bikini party invitations, scribbling on uniforms and confetti celebrating graduation. Even mass brawls have become commonplace for students. What's worse, these brawls are followed by the destruction of public facilities and loss of life. In addition, there is tiered dissatisfaction. Industry circles often complain about the unpreparedness or quality of bachelors, diplomas, and vocational high school graduates who are considered to have met the expectations of the world of work. Universities complain about high school graduates, high schools complain about junior high school graduates and junior high schools complain about elementary school graduates (Afifah, 2015).

In fact, the human resources needed in today's job market are those who are able to find solutions to problems based on scientific concepts, have teamwork skills, learn how to learn effectively, are oriented towards continuous improvement and are not limited by certain targets. Currently, many industrial institutions (BUMN, Private and Government) determine certain standards for graduates of formal education to work in these institutions. Mastery of foreign languages, computer skills and work experience are the main requirements requested. Meanwhile, the diplomas obtained during formal education for approximately 20-25 years are simply ignored. This is one indication that our education graduates are not yet suitable for use. From this reality, there is a gap between the goals to be achieved in producing formal education output with education management, including learning management (Afifah, 2015).

The government in its efforts to improve the national education system enforces national education standards. The quality of education, among others, produces national exams as a benchmark to determine the fate of children. With exam materials in the form of Indonesian, Mathematics, English and major subjects. So to anticipate the low failure rate, several subjects have their study hours reduced, including Religious Education. So where is the function of national education to form humans who are pious to their God, if religious subjects are not included in the national exam material (Afifah, 2015).

Education problems in Indonesia, namely: 1) Limited Technological Knowledge: Limited use of technology by teachers is a major obstacle to learning because many senior or older teachers are still illiterate about how to utilize online-based learning technology. So that initially there needs to be a preparation cycle for educators in expanding the broadcast limits on online media; 2) Limited Facilities and Infrastructure, facilities and infrastructure should not be used as an obstacle to learning. Restrictions on offices and foundations will certainly affect the process of transferring information. Many educators are forced to work directly as a result of the work-from-home policy, making online tools inadequate. To improve the process of providing materials, it is necessary to prepare devices such as laptops, networks, and cellphones; 3) Limited Experience: Online Learning The learning process before the pandemic certainly limits teacher involvement in online learning. This will affect how information is presented to students and how they understand it, which makes learning ineffective. Teachers who initially used face-to-face methods were finally forced to use online tools to teach. So that it can affect instructor fatigue or exhaustion so that they are apathetic to provide knowledge to their students (Josly et al., 2023).

C. **Opportunities for children to grow and develop in modern society**

In the modern era, science and technology are increasingly developing. The most popular technology today is gadgets, which is a term in English for electronic devices in the form of cellphones, laptops, PCs and so on that can be used as tools to obtain various information quickly and easily (Fadila et al., 2022). The development of an increasingly sophisticated and modern era, parents are required to be extra careful in looking after, guiding, paying attention to the growth and development of their children. So that children do not fall into the negative impacts of the development of the era. Parents must be able to understand and follow technological developments so that they can guide and direct children when using this

technology. because there are positive and negative impacts (Nahriyah, 2018).

In 2021, there were 14 children treated at the Cisarua Mental Hospital, West Java. All of them suffered from gadget addiction due to lack of parental supervision, and experienced mental disorders such as being easily emotional, tantrums and stress. Children suffering from gadget addiction treated at this Hospital are in the 11-15 year age range and most of them underwent outpatient treatment. Even in 2020, there were 98 children treated at this Hospital due to gadget addiction. This data was revealed when the Deputy Governor of West Java conducted a surprise inspection at the West Java Hospital. One of the symptoms of children addicted to gadgets that causes mental disorders is emotion, isolating themselves and not interacting well with family and friends (Riska, 2022).

Children who are addicted to gadgets like in this case threaten the existence of the world of children. Their daily lives that always meet gadgets can certainly hinder the process of growth and development of children. The laws and regulations explain the various rights of children to grow and develop, as well as the roles and obligations of child protection organizers, so that children's rights can be fulfilled. However, the existence of a phenomenon like this is very worrying about the guarantee of child welfare, in the form of the right to grow and play (Riska, 2022). Law of the Republic of Indonesia Number 35 of 2014 concerning amendments to Law Number 23 of 2002 concerning child protection in Article 1 paragraph 2 explains that child protection is all activities to guarantee and protect children and their rights so that they can live, grow, develop, and participate optimally in accordance with human dignity and dignity, and receive protection from violence and discrimination.

Children have 10 rights that have been agreed upon in the UN, namely: (1) The right to a name or identity. This identity right is very important for children as a form of state recognition of a person's existence before the law; (2) The right of children to have citizenship. Citizenship status is part of Human Rights (HAM) to receive protection from the state; (3) The right to receive protection. Every child has the right to survival and welfare for children by providing guaranteed protection in fulfilling children's rights; (4) The right to food. Children need food with good nutritional quality, provision of Breast Milk (ASI), or Complementary Foods (MPASI); (5) The right to a healthy body will make optimal growth and development. Children have the right to have a healthy body by providing the needs in the form of healthy and nutritious food, decent clothing and housing and spiritual welfare for children; (6) The right to recreation that gives children happiness by taking them for walks in interesting places as a means of projecting unpleasant things that can be experienced by children; (7) The right to education. Every child has the right to receive education and teaching in order to develop their personality according to their interests, talents, and level of intelligence; (8) The right to play is very important for the formation of a child's character. Children have the right to obtain play facilities that meet health and safety requirements so that they can grow up happily; (9) The right of children to play a role in development. Even though they are still young, children also have the right to participate in development by parents teaching children not to litter in order to maintain a clean environment; and (10) The right to equality. Every child has the right to get the same opportunity to grow and develop. (Riska, 2022).

The description above can be formulated that in the modern era, many children are making mistakes in utilizing technological developments, so that it has several negative effects on children's physical and psychological health, this reduces the opportunity for children to grow and develop well, where children no longer interact much with the community, children spend more time at home with their gadgets.

Conclusion

The conclusion in this study related to education and child-friendly can be explained by researchers that the state policy on child education in Indonesia is formulated through the PPPA policy Number 8 of 2014 which regulates child-friendly education that can provide safe and comfortable education for students at school. Furthermore, many graduates of formal educational institutions, both secondary schools and universities, seem unable to develop creativity in their lives. High school graduates find it difficult to work in the formal sector because their skills are not yet sufficient, likewise graduates of non-vocational high schools (SMK) experience the same problem. From the aspect of daily behavior, there is also a lot of dissatisfaction with students. Many people complain about

students who are impolite to teachers and parents, many students no longer want to help their parents with daily tasks at home. The influence of social media and telecommunications on the younger generation is so great. Next, the development of an increasingly sophisticated and

modern era, parents are required to be extra careful in maintaining, guiding, and paying attention to the growth and development of children. The daily life of children who always meet gadgets can certainly hinder the process of growth and development of children.

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