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Optimization of Teachers' Roles in the Implementation of Child Friendly School in the Industrial Era 4.0

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***Abstract*— This study aimed at 1) exploring the optimization of the roles of teachers in the implementation of child friendly school program in the industrial era 4.0., and 2) exploring the supporting and inhibiting factors teachers encountered in implementing the child friendly school program in the industrial era 4.0. This study applied descriptive qualitative method using purposive sampling technique. Data were collected through focused group discussion, in-depth interview, and documentation. The collected data were analyzed by using the procedure of data analysis which consists of data condensation, data display, and conclusion drawing or verification. The result of the research revealed that: 1) the optimization of the roles of teachers in the implementation of child friendly school program in the industrial era 4.0 includeed: (a) teacher as nurturer, provides assistance and support towatd his duty of disciplining children. As nurturer, teacher also acts as a supervisor who control children from violence behavior and promotes sense of care toward all aspects of life, (b) as facilitator, teacher provides students with knowledge, skill, and experience, gives them motivation and solution to the problem they face, (c) as model, teacher displays his behavior that all students follow including his manner of speech and fashion. 2) the supporting and inhibiting factors teacher encounters in implementing child friendly school program include: (a) the availability of school facilities and infrastructure, (b) support and participation from students' parents; and (c) participation of government institutions.**

Keywords— ***: Teacher's, Roles, Child Friendly School***

I. INTRODUCTION

The change in teacher's status from unsung heroes to human development heroes was first recognized within the teacher's national day commemoration on November 25th, 2008. This change was meant to restore the teacher's dignity and status which was considered the last job choice during the old and new order administration. Surakhmad argues that the change in teacher's status was made to reborn Indonesia Raya, a litany for teachers damaged by policy which saw teachers as guadians of children, not as a party in charge of preparing and raising the nation.[1]

Teacher constitutes a vital and highly dominant factor in education, especially in formal education. Students even put teachers as role models and self identification figures in life. Therefore, the role as public servant is changed to a professional job in order to increase welfare in teacher community at all levels and types of education, especially schooling.

Schooling is an institution that manages education in order to be organized and each person has an opportunity to learn according to their development. In schooling, education is designed systematically and critically so that it affects people's way of thought, behavior, and action and it finally creates real human being. School is oblighed to provide students with a safe, clean, healthy, and protective environment. School environment highly influences students to learn and develop their potentials. School facilities and environment must be supporting for students to develop greatly. School is not an institution in which students encounter a number of problems. As a matter of fact, violence in the field of education increases continuously. Based on the data from the Indonesian Child Protection Commission, the violence in education increased in 2018. Among 442 cases of violence in education during the year, 51.20% or 228 cases were physical and sexual violences often committed by teachers, headmasters, and students. Bullying among students at schools also increases. Students brawl reached 144 cases or 32.35%, and 73 cases or 16.50% were cases of students who were victims of policy[2]

The rise of cases of violence in education confirms that the world of education today is quite alarming. Moreover, educational institutions which should be a safe and comfortable place for children are no longer free from violence. Therefore, an effort is needed to deal with the problems of violence that can adversely affect the development of children or in this case students at schools. Based on the interests of children and effort to provide them protection, the government through the Ministry of Women Empowerment and Child Protection established the Child Friendly School program which was subsequently

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abbreviated CFS.[3]

Child Friendly School is a program that respects the rights of students to express themselves in many ways, especially in science, so that they can feel comfortable in the learning process, and they can in turn develop their potentials and talents to the fullest at school. In the implementation of Child Friendly School, one of the most influential factors is teachers who are expected to deliver the quality learning process to students and implement CFS program based on its manual. Teachers have an important role and touch directly with students specifically in the teaching and learning process and the implementation of school program to achieve child friendly school indicators.

A Child Friendly School is a school that recognizes and nurtures the achievement of children's basic rights. A school is considered child friendly when it provides a safe, clean, healthy and protective environment for children. At Child Friendly Schools, child rights are respected. Based on this concept, teachers are expected to be able to design classroom practices which are child-centered and learning-friendly. The classroom practices provide us ideas about how to deal with children with diverse backgrounds and abilities that attend the class, as well as how to make learning meaningful for all students.In the implementation of the CFS program, Takalar is a really serious district where in 2018 its government declared the child friendly school program simultaneously at all levels and types of schools in coincidence with the anniversary of Takalar district.

II. METHOD

Using qualitative method, this study was carried out at Junior High Schools in Takalar. The research informants were selected by using purposive sampling technique. Data were collected through Focused Group Discussion, in-depth interview, and documentation. The data were analysed using data analysis technique suggested by Miles and Huberman which merely consists of data condensation, data display, and conclusion drawing or verification. [4], [5]

III. RESULTS AND DISCUSSION

The description of the teacher's roles toward the implementation of Child Friendly School program is presented under three subheadings, namely: (a) the role of teacher as nurturer who provides assistance and support for all policies of CFS program. With this role, teacher involves in designing and preparing written commitment as a pledge to prevent students from violence acts. Teacher also writes an integrity pact as a part of their awareness to prevent school from violence acts. Another form of teacher's role as nurturer is to prevent the schooling children from being dropped out. One way the teacher usually does is to visit children houses and persuades them to remain coming to school with various inducements and rewards. As nurturer, teacher also performs his role to discipline students, to control and supervise them in order to promote sense of caring among them in all aspects of life. The students showed their feeling of emphaty when a flash flood occurred in Jeneponto and landslide in Sapaya village, Gowa district at the early of 2019. As a "babysitter" at school, teacher plays a vital role in controling all children's' behavior so that they do not deviate the rules of conduct at school and norms prevailing in society.

Another role of teacher is (b) as facilitator. With this role, teacher helps the growing students to learn various knowledge and provide them with the skill and experience necessary for them to live. Teacher does not only teach and facilitate students but also understand their basic rights. Besides, teacher also applies the principles of child friendly school and protects children's rights in learning. When this teacher role works well, it is no longer found any forms of discrimination in terms of gender, economic background, and intelligence level. In the learning process, mael and female students are not separated each other, instead, they blur and learn together in groups. Likewise, male and female studens stand an equal opportunity to be a group leader. In short, teacher treats all students equally, and this is in accordance with the principle of child friendly school stating that 'the learning process in a child friendly school is conducted in a non-discriminative manner". Similarly, teacher does no longer commit any forms of violence in teaching; he does not scold and punish students when they disobey the rules or when they make noises in the classroom. Instead, he tries to approach the students personally and gives them positive advice as a principle says "discipline students without any violence which is also known as positive discipline". Last but the least, teacher has a role to arouse a sense of nationality and love for motherland and when teaching he includes singing the national anthem "Indonesia Raya in his apperseption activities before starting his lesson. This practice goes in line with the principle of teaching and learning process written in the manual of a child friendly school stating that "the delivery of learning process should arouse the sense of nationality among the students.

As facilitator, teacher needs to ease the learning of the students and even that of parents as well. Likewise as facilitator, teacher must facilitate the students to be able to solve a number of problems they face and guide them to take appropriate decision. With this position, teacher plays an important role to help students to think about and solve any problems they encounter in their surroundings. Based on the result of an interview, the researcher concludes that teacher has performed very well their roles. Each student who has a problem was assisted and guided by the teacher. In this case, the teacher identified the student's problem by approaching and finding out the causes of the problem, and then assiting them to find and devise alternative solutions quickly through the help of friends and parents. In short, the teacher gave motivation and alternative solutions to the students in managing their problem.

The last important role is (c) teacher as model, who displays appropriate behavior for all students to follow including for instance how to talk and dress. Each student expects their teacher becomes their model. A number of informants said that teacher must be a model for them not only at school but also in society. The pee teacher stands up the pee pupils run indicates that what the teacher is doing,

students tend to imitate it. A teacher is like a tour guide, who is responsible for successfully guiding the tour based on their knowledge and expertise. As a model, teacher must establish goals clearly, determine direction, utilize tour manual, and assess its success based on the students' need and ability. Teacher has to be the model for students to realize their commitment in implementing child friendly school progam. He must come to school ealier before his students arrive, keep cleanliness and throw garbage in the proper place. He must not smoke at school, especially in the classroom. The teacher's roles as decribed above have close relation with teacher's professionalism which influences both teacher and student outcomes[6].

The supporting and inhibiting factors teacher encounters in implementing child friendly school program could be traced from: (a) the availability of school facilities and infrastructure; (b) participation and support from students' parents; and (c) participation of government institutions. In term of the availability of school facilities and infrastructure, the result of interview revealed that the factor which supported teacher to successfully implement the child friendly school program was the condition of school facilities and infrastructure which in the teachers' eyes has been fully supportive starting from classrooms and school parks up to the availability of teaching materials. From the direct field observation the researcher made, the school was found in very good condition where "the classrooms were strong and clean and had fire protection. Similarly, the schools have already got a specific room for school health. Besides, schools have also built an art stage at one corner of the school yard, adequate sport fields, and wide gate. These facilities are all in line with the guidance of a child friendly school. In term of participation and support from students' parents, schools have established the so-called "Students' Parents Association for Education Care (POS2P). This organization conducted parents meeting on a regular basis and made parents participae more activiely in school activities. This phenomenon greatly contributes to the development of school program, especially child friendly school. Th last factor, participation of government institutions, could be seen from the existence of the local village office which provided cash funds for loans and books to borrow by villagers including teachers teaching at child friendly schools. Likewise, community health centre is another government institution, which also regularly helps schools in providing health check up for students at schools.

The results of the research are in line with the theory of functional structuralism in which there are two or more types of authority relationship in an organization as line and staff structures. If in a line and staff structure, the authority lies in line and staff, then in functional structuralism, the authority lies in line and its function. Because of that, its functional structuralism may also be called line and functional. In term of child friend school program implementation, all lines or school components work hand in hand for sake of school improvement. This means that teachers perform their roles appropriately to help solve classroom and school problems. Similarly, the supporting educational staff such as administration, security, and cleaning service, also contribute to help teachers in implementing child friendly school. Likewise, students' parents and local government institutions also play their significant participation and support to help teachers in implementing child friendly school. In other words, all lines and components existed in school have their own function and authority and work hand in hand and collaboratively in achieving the child friendly school goals.

Apart from the supporting factors, teachers also encounter an inhibiting factor which may hinder the implementation of the child friendly school program. This inhibiting factor is that not all teachers understand completely about child friendly school program. Some teachers still need training in order for them to have proper and deeper understanding. This condition is not in line with a component of a child friendly school that is component of teachers who are well trained about students' rights. A child friendly school is a school that recognizes and nurtures the achievement of students' basic rights. Therefore, all school components, especially teachers need to have good understand the charatcteristics of a child friendly school in order to be able to provide maximum contribution in facilitating the achievement of students' basic rights as written in guidance book.

IV. CONCLUSION

Teachers have three significantly important roles in implementing the child friendly school program. These roles are teacher as nurturer, teacher as facilitator, and teacher as model. With these roles, teachers understand in detail the students' basic rights by applying a non-discriminative and non-violent child friendly school principle and instill a habit of caring environment and promote a sense of nationality among all students at school. Teachers need to do an appropriate personal approach and provide sound solutions to the problems experienced by the students. Besides, teachers are also expected to continuously guide the students to keep and maintain school environment. In implementing child friendly school, teachers encounter some supporting factors which include the availability of school facilities and infrastructure, participation and support from students' parents as well as participation and support from the local government institutions. However, one main inhibiting factor which hinders the implementation of child friendly school program is that some teachers do not understand completely about the child friendly school program. These teachers still need training in order for them to have proper and deeper understanding.

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