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YOGYAKARTA STATE UNIVERSITY, INDONESIA
in collaboration with
FACULTI PENDIDIKAN
UNIVERSITI KEBANGSAAN MALAYSIA

PROCEEDING

2nd International Conference on Current Issues in Education (ICCIE)

Yogyakarta State University, INDONESIA
25-26 August 2015

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Foreword of the Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the 2nd International Conference on Current Issues in Education (ICCIE) 2015, especially the invited spekers:

1. Assoc. Prof. Benjamin Wadham (School of Education, Flinders University, Australia),
2. Assoc. Prof. Dr. Ratchaneekorn Tongsookdee (Faculty of Education, Chiang Mai University, Thailand),
3. Dr. Mohd. Mahzan Awang (Faculty of Education, the National University of Malaysia), and
4. Dr. Sugito, M.A. (Faculty of Education, Yogyakarta State University).

We are honored to conduct this conference and to give you the opportunities to join in the most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we believe that you will experience a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many persenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is very important in our global and changing society. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers in this proceeding present many topics, perspectives, and methodology that stimulate debates and dialogues, so that this proceeding is resourceful for scholars and researchers who are interested in the current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta, 25 August 2015

Prof. Dr. Rochmat Wahab, M. Pd, M.A
Rector of Yogyakarta State University

Foreword of the Chairperson

This international coference invites all participants who are concerned with current issues in education. The 2nd International Conference on Current Issues in Education (ICCIE) 2015 is held at Yogyakarta State University, Indonesia on 25 – 27 August 2015. The Conference is held by Faculty of Education and Graduate School of Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in our history, the crises through which we have passed have greatly influenced educational thought and practices. Education does not only imply discipline of thinking, but also a passion for creativity. Education, as Dewey often pointed out, is not the preparation for life, but it represents the continuous changes and process of life. There are a number of issues on education arising, whether classical issues, contemporary, or the current ones. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Dialogues held in this conference are expected to achieve the fusion of horizon of meaning which opens and challenges further dialogues in the future. Bringing nine main subthemes, i.e. Strategic Policy for Quality and Equity of Education, Community Empowerment in Mixed Society, Best Practices on Contextual Inclusive Education, Learning in a Digitized Society, Politics of Education toward Quality and Equality in School, The Improvement of Unity and Diversity in Teaching Learning Process in Primary Education, Holistic Integrative Education Approach for Early Childhood Education, Multicultural Counseling for Empowering Society, and Sociocultural and Religious Capital in Education, the conference attracts many participants who are willing to share their thoughts and experiences.

We would like to deliver our highest appreciation to Prof. Dr. Rochmat Wahab, M. Pd, MA. , the Rector of Yogyakarta State University (YSU), the Dean of Faculty of Education YSU and the Director of Graduate School YSU for their support. Special thanks are also given to the invited speakers, and parallel session presenters, for spending time to share academically. They have contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

I hope this conference can give valuable contributions to find out the solutions for the problems in education.

Yogyakarta, 25 August 2015
Chairperson

Dr. Dwi Siswoyo, M. Hum

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PERSPECTIVES OF ELEMENTARY TEACHERS ON CHILD-FRIENDLY SCHOOLS IN THE COASTAL AREAS INDONESIA

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Abstract

The aim of this study was to find out the concept of child-friendly schools in the coastal areas in Yogyakarta, especially from the elementary school teachers' perspectives. This study was descriptive-qualitative research which involved the elementary teachers in the coastal area in Yogyakarta as the subjects of the research and conducted in the following regencies: Gunungkidul, Bantul, and Kulonprogo. The data were collected through focused-group discussion activities and then analyzed through the triangulation of data resources. The process of data analysis included three sequential phases i.e. data reduction, data presentation and conclusion drawing. The result of the result showed that the child-friendly schools in the coastal areas are concerned with five essential aspects, namely: 1) parenting, 2) children learning centered, 3) children-friendly environment, 4) convenient and safety environment for children, and 5) democratic participations of the parents and community in the school's development; inclusiveness or equality for diverse elements of the schools. Those aspects pay attention to the cultural and socio-geographical contexts of the community in the coastal areas.

Keywords: child; school; coastal; elementary

1. Introduction

Creating a school environment for students to learn that can provide security and comfort becomes a necessity. A safe, comfortable and healthy school environment will make the students feel like home school and able to learn peacefully. In addition, children also will grow, develop and participate in education fairly without violence intimidation. The efforts to establish such environment is an attempt to fulfill the rights of children.

Article 3 of the Constitution No.23/2002 states that child protection aims to ensure the fulfillment of children's rights in order to live, grow, develop and participate optimally in accordance with human dignity, as well as to be protected from violence and discrimination, for the realization of Indonesian children who has quality, noble character, and prosperous. Whereas in Article 4 about Child Protection states that every child has the right to live, grow, develop, and participate fairly in accordance to human's dignity, as well as to be protected from violence and discrimination.

Child-Friendly Schools Policy was initiated by UNICEF in 2006 by publishing the manuals for the development of child-friendly schools showed serious attention to schools that are absolutely necessary comfortable for children. With a comfortable school, the child will prefer to be at school with activities that can encourage them to increase their learning achievements. Child-friendly schools initiated by UNICEF are open. Variables for child-friendly schools can be developed to a concept that is suitable for the cultural context of the country that implements it. Nigeria, Thailand, China and Philippines are some countries which have developed and implemented child-friendly schools. It has even become one of the country's education policies.

Coastal areas in Yogyakarta, Indonesia received less attention for the development of child-friendly schools. Whereas matter of convenience, security, and a healthy school environment is the right of every child anywhere included children in the Coastal region. In order to create child-friendly schools, the same perception about the concept of child-friendly schools among teachers, principals, and community is needed.

Teachers' perceptions of the child-friendly school are about how the teachers act to recognize and interpret the information that could provide an overview and understanding of the child-friendly school environment. To be able to create a child-friendly school, it is important to know how teachers recognize and interpret a variety of information related to coastal areas, so that teachers can provide an overview and understanding on child-friendly schools in the region. Therefore perception is an act of recognizing and interpreting the information, the perception is the initial stage in constructing knowledge to generate a concept of child-friendly schools in coastal areas. The founding of this concept is important as an effort to give a general sense of child-friendly schools in coastal areas that has no concept at the moment.

1.1 Coastal Culture in Yogyakarta

The culture of the coastal area of Yogyakarta cannot be separated with the majority's main job as fishermen. Fishermen's life spent in the sea or water is the dominant culture in the coastal areas. Fishermen's culture associated with the human perspective on nature where humans live. It means

that the existing culture and developed is not far from the background of everyday life as fishermen, farmers, and a variety of occupation related to the process of natural resources on the coastal area. Cultural division of labor by gender is a prominent feature in coastal area communities.

Kusnadi (2010: 6) in his research states that there are traits of social behavior in coastal communities, namely: 1) have a high work ethic in obtaining and subsistence the needs; 2) competitive and independent to achieve success; 3) give high appreciation on the achievements and appreciate the expertise; 4) the nature of openness and expressive, so they tend to be rough; 5) strong social solidarity to face the common threat and help each other when disaster strikes; 6) high adaptability and survival skill; 7) consumptive life style; 8) demonstrative in showing their possessions as the manifestation of success they have achieved; 9) "religious" with high religious sentiments; 10) temperamental, especially if it is associated with self-esteem.

Some social natures of coastal communities are positive and some others negative for the development of child-friendly schools. Positive traits can be a reference in the development of child-friendly schools, but the negative traits can be improved with the concept of child-friendly schools. For that matter, all school components especially teachers need to understand and implement the concept of child-friendly school. Teachers are the spearhead of the successful implementation of child-friendly schools. Teachers' perceptions toward child-friendly schools in the coastal area need to be explored empirically. Then principles, variables, indicators associated with various environments, namely: nature, social cultural economic, social culture, political culture/power, and community's information and communication technology can be drawn. Through this study it is expected that students in this region will be able to get educational services without discrimination.

One of the major problems of education in the coastal area is poverty. Structural and cultural poverty affect indirectly on a person's tendency to be an anarchist. School is one of the legal institutions that have responsibility to eliminate the tendencies of violence acts through child-friendly school concept. This concept gives sense to the people that the child-friendly school in the coastal area is supposed to be based on the cultural environment of coastal communities. The discovery of this concept will enrich the theory especially those related to schooling and education policy in general and school policy in particular. A child-friendly school concept which does not leave the cultural values of coastal area and refers to various changes in social, economic, political and technology and information culture that occur in coastal area can be applied.

1.2 Objectives and Key Principles of Child Friendly School

Child-Friendly Schools (CFS) was introduced by Education Section of UNICEF based in New York in 1999. Framework of child-friendly schools is a framework based on the principles of children's rights as stated in the Convention on Children's Rights (1990) and international human rights instruments and declarations, including the Declaration on Education for All (1990). CFS framework intended to improve child-seeking, child-centered, gender-sensitive, inclusive, community-Involved, protective and healthy approaches to schooling and out-of-school education. This approach is intended to enhance the learning effectiveness, efficiency and the reach of education systems and to enable all children to realize their right to learn.

Child-Friendly School framework is used to plan the transformation of the education system as a whole, in one school at a time, with the participation of all people, to the benefit of every child. This framework allows each women, men, young or adults claim their right for education in a learning community that is child-centered, inclusive, and based on democratic participation (Miske, 2010: 3). The principles of CFS and its features can be illustrated in the table below:

Table 1. Child-Friendly School Principles and Feature

Principle	Features of a child friendly school derived from principle
Child - Centeredness	1. Child centeredness pedagogy in which children are active participant, provided by reflective practitioners 2. Healthy, safe and protective learning environment provide through appropriate architecture, services, policies and action.
Democratic Participation	1. Children, families and communities are active participants in school decision-making 2. Strong link among home, school and community 3. Policies and services support fairness, non-discrimination and participation.
Inclusiveness	1. Child seeking 2. Inclusive and welcoming for all students 3. Gender-sensitive and girl-friendly 4. Policies and services encourage attendance and retention

The principles of child-friendly schools as stated in table 1 above, and then elaborated within the framework in figure 1 below. This framework is developed to guide the evaluation. This picture also shows how the application of three principles should lead to the quality of education and positive outcomes of the students. The picture above reflects the principles of inclusivity, schools accessible and welcoming to all children and look for the children. In schools, implementing child-centered pedagogical approach in healthy, safe learning environment and protective (protecting) which encourage democratic participation of children, parents and society. With this approach, children will be safe and accepted, engaged and challenged, and supported, which all are important outcomes because children are more likely to learn and stay in school.

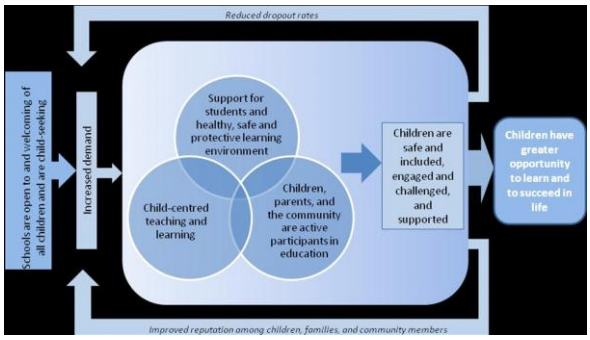

Figure 1. *CFS models as a pathway to quality education through the application of principles: child-centeredness, democratic participation and inclusiveness (adopted from Unicef, 2009:3).*

These dynamic cause student to have greater opportunities to learn and succeed in life. It also leads to reduced dropout rates because students and their families see the value of school. In addition, a successful school will be seen positively by the people and this is a good reputation. Figure 1 below presents a conceptual framework of CFS model.

2. 2.Research Methodology

This research is a qualitative descriptive study to find a child-friendly school concept extracted from the perception of primary school teachers. The study was conducted on elementary school teachers in the Coastal Region of Yogyakarta which includes Bantul, Kulon Progo and Gunung Kidul which have coastal region. Gunung Kidul includes Tanjungsari District. Bantul includes Sanden District and Srandakan District. While Kulon Progo in Galur District. The data collection techniques used in this research is Focus Group Discussion to explore the concept of child-friendly school from teachers, principals, and the superintendent of education. To analyze the data, interactive model of Miles and Huberman is used.

3. Findings and Discussions

Yogyakarta coastal area covers area of Bantul, Kulonprogro and Gunungkidul. These three districts have coastal area with its own characteristics. Gunung Kidul coastal district is a natural tourism area that is growing in the last 5 years. The development of new tourist area with tourist visits increasing from year to year give change in the social condition, economic and the communities' education. The changes of farming community to the tourism community cause cultural shock for people who are not ready or not being prepared in advance.

Coastal area of Bantul, Parangtritis, Parangkusumo, and Kwaru are a long tourist area with particularity as a place with certain myths associated with traditional religious values. They are also full of prostitution area. Different from Bantul, the coastal area in Kulon Progo with the characteristics of the developing shrimp farms and tourist attractions has been long but not significantly developed.

The characteristics of each coastal area has an impact on the specialty of values, social, culture, economic and politic/policy, technology and information, and education and information and education in the coastal area communities in general. In particular, it affects the education of children in primary school. Focus group discussions were conducted with teachers, principals and supervisors of Elementary School in those three regions about Child-Friendly School (CFS) for children in the coastal area showed that schools in the coastal area have not yet become child-friendly schools. A lot of children's rights to grow and develop in accordance with the age of their development is disturbed by unfortunate situations.

With the development of natural tourist attractions in Gunungkidul, traditional religious tourist attractions in Bantul and aquaculture region in Kulon Progo, children needs to get serious attention at school and at home that they can grow and develop as they should. Therefore, developing the concept of child-friendly schools in the coastal areas is important and interesting.

3.1 Child-Friendly School Concept Exploration

Child-friendly schools concept exploration conducted on teachers, principals and supervisors of primary school. There are 5 principles (hypothetical) Basic Child-Friendly Schools in the Coastal Area, namely:

1) The Centered Learning in Children
2) Child-Friendly Environment
3) Parenting (parenting)
4) Democratic Participation
5) Inclusiveness

Those five hypothetical principles are the result of the researchers' analysis toward the data

gathered with FGD with the teachers, principals and supervisors of primary schools in coastal areas. Each principals were developed into hypothetical variables and each variable is developed into a hypothetical concept. The results of the variables analysis and hypothetical concept are as follow:

3.1.1 Child-centered Learning Principle

Child-centered learning is a learning process that is expected to be done in schools by teachers and students at schools in coastal areas. Child-centered learning is developed into five variables, namely:

a. Contextual Learning
b. Approaches, methods and media centered in Children
c. Paying attention to each individuals
d. Teachers' examples
e. Child-friendly Schools Regulation

3.1.2 Child-Friendly Environment

Hypothetical principle about child-friendly environment is the situation and condition of schools both inside and outside the school building to meet the developmental needs of children, providing a sense of security and comfort, both physically and mentally. Child-friendly environment includes three hypothetical variables, namely:

a. Healthy environment
b. Safe environment
c. School policy for child-friendly environment.

3.1.3 Parenting

Parenting is performed by children's parents at home. Realizing the child-friendly schools needs to be harmonized with the participation of the parents as well. So far, the hypothetical principle of parenting available is only one hypothetical variable parenting for children.

3.1.4 The principle of Democratic Participation

Child-friendly schools require the cooperation and participation from various parties, namely the parents, the community around the school, as well as government officials. In a hypothetical principle of participatory there are three variabels as follow:

a. Parents' participation
b. Public Participation and Government Officials
c. Policy

3.1.5 The principles of Inclusivity

Child-friendly school is a school that is open to anyone regardless of race, religion, ethnicity and gender. The children's rights to get education have to be fulfilled. The principles of inclusivity include hypothetical variables as follows:

a. Open for children with special needs.
b. Open in the enrollment of the new students

3.2 The concept of Child-Friendly School and Child-Friendly Education

The results of the theachers' perceptions exploration about child-friendly schools above are reviewed by experts and teachers as practitioners. Input from experts and practitioners were analyzed by researchers with the results as follows:

1. Child-friendly schools in coastal area are specific. Although this concept contains the general terms as found on a variety of documents from UNICEF. However, the concept generated in this study is specific for the coastal area in Yogyakarta with specific indicators in addition to general indicators.
2. Yogyakarta's coastal communitites have some characteristics as follows:
   1) The natural environment.
      Coastal areas as well as other areas in Yogyakarta are endangered with earthquake, especially if it is a big earthquake coastal area has the potential for tsunami. Along with the changes in the management of coastal areas into tourist areas such as in Gunung Kidul and Kulon Progo as the airport area brings slow but significant changes in the conditions of sosial economic conditions of the people. Socio-economic changes have positive and negative bias. Changes that occur due to land conversion must be antisipated by educational aspects with the child-friendly schools that has to pay attention to:
      a. education for the preparation, mitigation, and resilience of natural disasters: the earthquake / tsunami, landslides
      b. education for land conversion in order to have a positive impact on children.
      c. nature conservation education, including geo-park.
      d. tourism awareness education, to host their own country (remember that there was once "sapta pesona" tourism); do not become a victim or spectator of cultural tourism activities, that tend to be social imbalance.
      e. education with positive competence and commitment to interact with nature: safe (against the waves and troughs), marine and coastal cultivation, preservation of ecological balance.
   2) Economic and cultural conditions and the chance to work and employment
      Land conversion leads to new jobs that have an impact in the involvement of children as labors. Such as parking man in the tourism area, selling souvenirs and food, or pond keepers. The emergence of new jobs and the decrease of some jobs as

the impact of tourism, marine industry, and land conversion should be anticipated with child-friendly schools that takes the rights of children into account.

3) Social cultural conditions

Domestic and foreign tourists' arrivals give positive and negative impacts on the changes in values, ways of thinking, behavior patterns and lifestyle. Negative influence on the local culture and the negative impact on children should be anticipated with child-friendly schools that pay attention to:

a. local wisdom in various fields
b. customs
c. kinship group

4) Political and cultural conditions of power

Coastal areas that are being changed to anticipate the negative impact on children's education policy needs policy from the government, social organizations and political organizations. The components of the power holder and polititians need to be involved in the school development and child-friendly education. With the involvement of these various components will create a democratic culture in the society especially school. Forming a neighborhood association or *patembayan* in coastal areas is urgently needed as an organization of the policy implementation in education level.

5) Environmental conditions of communications and information technology

The development of information and communication technologies is very fast as well as the children's development in coastal area. It gives children the opportunity to access the information. It is just only the information that the children access is the negative one that it can destroy the mental and morals of the children. For that matter, child-friendly school should educate children that they can access the information with ethics of technology so tts from the development of information technology. The information that the children accessed can be the source of learning.

6) The Functions of Child-friendly Education

To realize the child-friendly schools cannot be separated from the child-friendly education, both at home and at school. Child-friendly education will fasilitate (inspiring, supporting, encouraging) so that the child has the ability (knowledge, attitudes, skills) and a commitment to undertake activities in the family, society, and surroundings, namely:

a. Conservation on positive things.
b. Transformation on the negative things.

In connection with the functions, the indicator of child-friendly school is as follow:

a. The changes are expected to occur.
   Schools have the insight that future generations of children can improve the quality of the life of coastal area communities, and preserving the natural environment-social-cultural. Children not only act locally and think globally, but act and think both locally and globally. Tourism businessmen sell authentic local wisdoms in the context of global tourism industry.
b. Commitment to produce outcomes that are able to produce changes by:
   a) Develop curriculum based on the needs of children and the conditions of their communities.
   b) Build synergies among schools, teachers, community, school committees, and education departments to realize these outcomes.
c. Commitment to revive and implement the processes of education that allows the expected outcomes with:
   a) Implementing educational learning, the teacher as a role model, in collaboration with parents and the surrounding community.
   b) Creating a school environment and cultural-environment based community.
   c) Advocating education policies that support school education and child-friendly education.
d. A commitment to provide a wide range of components required for the processes that are expected with:
   a) The principle of inclusiveness of children with various conditions (children with special needs), the background and the social, economic, ethnic, religion, culture, and gender.
   b) Centered education principle and the democratic education.
   c) Parenting principles that are in line with education at schools and vice versa.
   d) The principle of participation from parents, communities and other stakeholders in child-friendly education.
   e) The principle of a safe and comfortable school environment for children.

4. Conclusion and Suggestion

The result showed that the child-friendly schools in the coastal areas are concerned with five essential aspects, namely: 1) parenting, 2) children-centered learning, 3) children-friendly environment, 4) convenient and safe environment for children, and 5) democratic participations from parents and community in the school's development; inclusiveness or equality for diverse elements of the schools. Those aspects pay attention to the cultural and socio-geographical contexts of the community in the coastal areas. To be able to implement these principles, child-friendly education is needed. In the process of child-friendly education to follow the logical framework with logical framework outcomes - outputs - process - inputs.

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