A study on the "Need of Friendly School Environment for Enhancing Students Welfare"

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ARTICLE INFO	ABSTRACT
	Well-being is important at school because schools have an essential role to play in supporting students to make healthy lifestyle choices and understand the effects of their choices on their health and well-being. Childhood and adolescence is a critical period in the development of long-term attitudes towards personal well-being and lifestyle choices. The social and emotional skills, knowledge and behaviours that young people learn in the classroom help them build resilience and set the pattern for how they will manage their physical and mental health throughout their lives. Schools are able to provide students with reliable information and deepen their understanding of the choices they face. They are also able to provide students with the intellectual skills required to reflect critically on these choices and on the influences that society brings to bear on them, including through peer pressure, advertising, social media and family and cultural values. There is a direct link between well-being and academic achievement and vice versa, i.e. well-being is a crucial prerequisite for achievement and achievement is essential for well-being. Physical activity is associated with improved learning and the ability to concentrate. Strong, supportive relationships provide students with the emotional resources to step out of their intellectual 'comfort zone' and explore new ideas and ways of thinking, which is fundamental to educational achievement. **Keywords:** achievement, children, education, environment, friendly, parents, school, society

Introduction

The violence committed in schools occurring around the world will have a significant impact on children. The violence can occur due to several factors that are from individuals, families, and schools. Factor derived from the background of individual acts of violence are due to lack of awareness of the rights of others or other groups, geographic location, and experience of violence before. Then, the family can cause someone to violence because of the lack parental attention to children and their tolerance for sexual violence, emotional and physical in the family. While the school can also be a violence background because of the lack of effective control and lack of safe and friendly physical space in the school. Then, it has been estimated that 246 lakh children and teenagers have experienced violence and bullying in the school each year in terms of violence. In accordance with the previous description, UNICEF estimates that almost 1 million children around the world aged 2 to 14 years old have experienced violence such as physical punishment. Whereas in India, based on the Indian child protection commission data, the rate of violence in the school was 84% with a ratio of 7 out of 10 students. So the school needs to create a child-friendly school environment to ensure the students welfare. Previous research has found that the final target child-friendly schools are to make children become happy, healthy and in good condition [1].

Child-friendly schools were schools that trying to obtain and retain children from diverse backgrounds, to respect the diversity, and ensure non-discrimination [2]. Thus child-friendly school environment needed to be established to certify all children respect each other even though coming from different backgrounds and avoiding discrimination behavior. The child-friendly school environment was one of the attempts to guarantee children welfare in the future. Due to the existence of child-friendly school environment, children

were expected to be well developed in terms of cognitive abilities and emotional intelligence.

Research on child-friendly school environment was important being studied as they related tochildren welfare that must be fulfilled wholly regardless of differences. Thus it wasn't the only cognitive skills fulfillment that is preferred, but the safety and comfort of students at school should be considered too. This couldn't be underestimated for the shake good development of student psychology in the future. So students weren't just being smart in terms of cognitive, but their conscience and attitude can also well be developed with the existence of the child-friendly school.

This research had advantages from the results and discussion, the concept of the child-friendly school environment in UNICEF being synchronized with the result from the field in the elementary child-friendly pilot school in Yogyakarta. This was to see the basic concepts suitability of child-friendly school environment which listed in theory and in the field. This research could be useful to increase insight knowledge all parties that related to the educational world, for educators, parents, society, andother stakeholders.

The sustainable education development was an important component that must be done to face the challenges and progress in globalization era. Education was the key to sustainable development. Through the sustainable education development which enabled every person to acquire knowledge, skills, attitudes, and values that necessary to establish a sustainable future [3]. In line with the previous description, sustainable development could be described as a way to find how to deal with environmental issues, to consider alternatives, and took consequence for every actions and decision that have been taken [4]. Adding the previous description, educational activities in developing countries obtain the quality of sustainable development of natural education by incorporating the leading social issues that were faced in everyday life [5].

The child-friendly school was one of the efforts to support the ongoing sustainable education development by creating a clean environment and gave attention to children welfare in the school. In accordance with the previous description, UNESCO stated that one of the goals of sustainable development was to ensure the healthy life and promoted everyone's welfare. So that everybody, including children, had the right to an environment that supports a healthy life and ensure their welfare. In addition, through child- friendly pilot school, UNICEF tried to promote a safe education environment, such as schools must have sufficient resources of well-trained teachers who were able to maintain an emotional and social condition for learning [6]. Thus learning process could take place conductively and students feel comfortable.

The child-friendly school framework was driven by children right philosophy which discern that schools role to promote the children develops as a whole [7]. So that child-friendly school was expected to facilitate the every children development accordance with their potential regardless their tribes, race, religion or culture. One of the principles from the children's right was the right to actively participate and eager to achieve the goal from their desire. In line with the previous description, the children's rights principles to participate affirmed not only to improve the social condition and to serve the interest of children in environmental conditions for now and in the future but also the children themselves could be active and insightful as well as energetic in achieving the goal [8].

Child–friendly environment should be well conditioned to ensure children welfare. Child-friendly school should collaborate with the parents and surrounding society to prevent violence [2]. A child-friendly school was a family-friendly school. Thus child-friendly school needed to develop relationships with the parents who have the primary responsibility for children welfare [2]. In accordance with the previous description, parents should actively communicate with their children to ensure their children's school environment had good quality. Adding the previous description, the best way to ensure a good quality environment where every student can grow and learn was by interaction from day to day with students [9]. Participation aimed at all parties including parents and the society. Adding the previous description, participation has been the keywords for years not only in the area of education and civic education but through modern society as well [10]. So to ensure the safety and welfare of the school environment then the parents and the surrounding community must have played a role to support policies that related to the child- friendly school environment.

In line with the previous description, the school side and parents were play important role in the student education development. Adding the previous description, parents significantly affected the achievement of children's education and the particular attitudes and the students' expectations could be seen from student's daily life at school [11]. Moreover, parents also needed to ensure the student's school environment doesn't endanger the student's safety. In accordance with the previous description, ensuring environmental sustainability meant that children live without danger from environmental degradation [12].

However, parents sometimes don't have a topic to discuss with children, but more concentrate to ask questions about teacher's assignment.

Adding the previous description, most parents don't have topics that will be discussed with their child, but more often to ask the student a homework assignment has been completed or not [13]. The home and family environment affected the health, development, and safety of the child as a whole [14]. So that both in the home environment, community and schools needed to create a child-friendly environment for student safety. In line with the previous description, the child-friendly social environment was important to be implemented in the school. This was done to avoid the occurrence of violence in schools that were easy to imitate by primary school students such as insulting and fighting with friends. Agreeing with the previous description, school violence includes behaviors that could cause physical or emotional loss, ranging from verbal aggression to humiliation, social exclusion, physical harm and destruction property [15]. If the child had been verbally or physically harassed by a friend then in addition to the school side, the family should provide support so that students do not respond violently.

 In accordance with the previous description, family support and positive home environment could make children who have been bullied to adapting with a positive attitude, less emotional and less depressive symptom [16].
The physical environments in child-friendly schools such as school buildings and other supporting facilities should be ensured safe and did not endanger the safety of students. In line with the previous description, UNICEF stated that child-friendly schools need to create healthy, safe and protective schools [2],for example by providing safe drinking water. Then, schools and classes should be kept clean and free of harmful materials. The physical environment of the school or student's learning space was important to note concerning student safety. A large schoolyard or an unsupervised area should be improved the security to prevent physical violence against students, for example by adding a security guard or alarm system that can sound if the events were distorted or destructive [2].

In accordance with the previous description, the child-friendly schools also needed to provide clean water and sanitation facilities. Adding the previous description, the provision of clean water, sanitation and shelter were basic needs for a healthy physical environment [17]. In addition, the children needed to be taught to protect the environment through environmental education materials. Environmental education could be defined as an effort to increase environmental awareness of the of environmentally friendly behavior achievement [18]. In line with the previous description, environmental education initiatives could influence changes in knowledge or the students' environmental attitudes [19]. So through environmental education, students were expected to preserve the environment well and have eco-friendly behavior. In accordance with the previous description, the eco-friendly behavior was the main goal of environmental education [20]. In addition, students were expected to be pioneers for a healthy environment as they can learn environmental education materials quickly [21]. In line with the previous description, students had the community positive potential influences because they learn quickly. So that will be affected the behavior in the future. Adding a previous description, promoting environmental knowledge could influence future conservation behavior [22].

Research Method

This research used a qualitative phenomenology approach that was researcher trying to reveal the meaning behind the fact of the child-friendly school environment in the field. The study was conducted in two child-friendly Model Schools in India. The data was collected by observation, interview, and documentation. The observations were made to see the school and classroom environment condition objectively. Then, the interview was conducted with the headmaster, the head of the child-friendly school development team in both the primary school and the teacher. Interviews were conducted to obtain information directly from the school authorities and directly involved in the establishment of the child-friendly school environment. In addition, data collection was also done with documentation that was taking pictures of environmental conditions around the school.

Data analysis used in accordance with Johnson R.B and Christensen that was in the research of phenomenology, data analysis was done by looking for a significant statement from the results of data collection. Furthermore, the researcher did the interpretation and describes the meaning of the significant statement. After that, the researchers created a theme based on the interpretation of significant statements related to the child-friendly school environment. Then, the researchers described the meaning of which was the experience of the research subjects. In addition, to check the validity of the interpretation and description of the subject's experience, the researcher checked members directly involved in the creation of a child-friendly school environment. So the results of the study could be accounted for and not subjective. After that, the researchers compiled a final description related to the child-friendly school environment.

Results and Discussion

The child-friendly school environment established in the two primary schools includes the social environment and the physical environment. The social environment established in two pilot schools of child-

friendly schools to ensure the welfare of children, namely: establish students parent association to communicate related learning activities undertaken by students and other information concerning the students' welfare in school. In line with the previous description, previous research has shown that child-friendly environment reflected the relationship between children and parents also concerned about the children in the communities where they live [23]. So parents could monitor students' actions while in school to ensure that their child's pediatric development did not deviate from the rules since the environment could affect the student's psychological development. In accordance with the previous description, previous research has shown that children's development (emotional, physical, mental and social) was influenced by how physically involved with the environment [24].

Adding a previous description, the child-friendly school social environment was also shaped by doing healthy a communication between teachers and parents. In line with the previous description, child- friendly school effort with all stakeholders, such as parents or students' guardians to create a safe and healthy learning environment. Previous research has shown that the environment was characterized by balance, solidarity, non-violence, and attention to physical health, mental and emotional [25]. Adding the previous description, schools should work with student families to support attentively, keep the family safety from violence, and provide quality time together. In line with the previous description, the parents were rolemodels in life and communication awareness as well as cooperation with schools [26]. So as the school party could involve parents to discuss work programs that aim to fulfill the children welfare. Previous research has shown that one of the general principles-based approaches to the children's protection strength was every family has strengths in providing solutions to the problems of child welfare [27].

Agreeing with the previous description, a friendly human environment refers to an environment or arrangement that provided support to different individuals and groups so that they can implement goals, with their potential for welfare impact [28]. Then, with regard to student learning environments, teachers should give students the opportunity to learn about environmental education for sustainable development. In line with the previous description, previous research has shown that if we wanted to understand how the learning environment could occur, and see the results, we must give greater attention to the role of students as active agents in environmental education [29]. Previous research has shown that in child-friendly school environments, teachers and students must have a friendly relationship with each other and there is no discrimination against children [30].

In line with the previous description, the social environment-friendly school was also established relationships with institutions around the school, a health center, police station, environmental agencies, and child protection commission in Yogyakarta. Cooperation with environmental agencies to providesocialization to students about how to maintain a good environment. Then, cooperation with the police to provide socialization related to traffic rules, and so on. This was done because the school was a space where students get development related to useful personality in the future. In accordance with the previous description, previous research has shown that the school was a special social space where education, training and personality development of children are the future assets of communities established and managed by appropriate training methods, appropriate physical space and a good psychological environment [31]. In addition, child-friendly environments also need to provide support to students that affected by violence or become victims of natural disasters. In line with the previous description, previous research has shown that the concept of friendly space as an operational response, psychosocial emphasized on education dimensions in emergencies was also a major feature in the search for quality education for children and families of victims of organized violence or natural disasters [32].

Adding a previous description, the physical environment of child-friendly schools formed in two pilot schools of child-friendly schools was: the school's buildings were ensured safe so students could learn comfortably. In accordance with the previous description, the design of school buildings with reference to sustainability was important for sustainability education. Thereafter, the classroom and seating were sufficient in accordance with the number of students, good physical condition, no harm to students so that students could learn optimally. Agreeing with the previous description, previous research has shown that a key aspect of school design has been identified to have the greatest effect on the students' learning experience [33]. Adding the previous description, in order to ensure optimal learning in school, it is important to create asafe and healthy environment for children [34].

In line with the previous description, the physical environment in child-friendly schools also familiarize school community, especially students to keep the environment clean. This was done by the students accustomed to dispose of waste disaggregated according to its type, namely organic and non-organicwaste. Agree with the previous description, previous research shown that the responsibilities as citizens who care about the environment for a sustainable future were by doing little things, such as separating organic and non-organic waste [35].

Adding the previous description, the physical environment of the school was also associated with the infrastructure to support the establishment of the child-friendly school environment. The infrastructure facility included a healthy canteen that sells food without preservatives and causes no harm to the students' health. So through a healthy canteen in a child-friendly school environment, students were taught to behave healthily by not buying an unhealthy snack. In accordance with previous descriptions, previous research shown that it was important to focus and manage school management systems to promote healthy behavior in the primary school [36]. In addition, there was a place of worship for students, for Moslem students have been provided mosque and Christian / Catholic students provided a special room to carry out its religious activities. Then, there was a School Infirmary that was used to provide first aid if there were students who were sick while in school. In the child-friendly school also had a large yard enough for sports activities, student learning activities and also for playing during breaks. In accordance with the previous description, increasing the capacity of the outdoor environment was a tool to increase physical activity that will promote student health better. Adding a previous description, the schools in the future should have much access to the wider outdoor school environment. Previous research has shown that outdoor learning environments were defined as opportunities initiated by teachers or students to supplement or add to the formal school curriculum [37]. Afterward, there are CCTV installed in each room and corner of the school to monitor student activities so that if violent acts committed by students could be recorded through CCTV. It minimized students from verbal or physical abuse to their friends. Moreover, in the child-friendly school students were also involved to bring plants from home to be planted in the school garden. The plants were like pharmacy plants, vegetable plants, and so on. Furthermore, plants were also grown in school gardens. So that student learning environment feels cooler.

Previous research shown that many schools had provided yard with green areas to provide play areas and playground equipment [38]. Adding a previous description, the most kids like a quiet local spot with friendly people, there was an accessible children's park. Then, with a variety of plants in the school, could be used as student learning materials about various types of plants around, how to care for plants and environmental issues. In line with the previous description, with environmental components, students were invited to conduct a series of investigations on environmental issues [39]. Adding a previous description, previous research shown that providing an outdoor environment provides an open opportunity to play, learn, solve problems and develop social competence [40].

Conclusion

Based on the above, it can be synthesized that the child-friendly school environment established in two pilot schools of child-friendly school included the social environment and the physical environment. The social environment related to relationships between the school community and the school with parents, communities, and institutions around the people who were in the school. Then the school also establish a good communication with parents of students, which means the relationship established with transparent no hidden problems for the continuity and welfare of students. Inter-parent students also created a community group in each class, so that they could exchange information related learning activities students at the school. In addition, the physical environment of the school included the condition of a good and safe school building for the safety of students. Classrooms and seating were available according to the students' number. Then, the school community was also working on kept clean school and classroom environment.

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