

# *School Safety and Security Types in Indonesian Rural and Urban Early Childhood Education Units*

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**Abstract**— A number of cases are known to threaten the safety and security of early childhood in Indonesia. There are incidents that result in children being injured, almost kidnapped, and even causing the child to die. This study seeks to capture what types of safety and security implemented in four early childhood education (ECE) units in Indonesia. This type of research is descriptive qualitative. This study used interview, observation, and documentation for data collection. Semistructured interviews were used to obtain data from kindergarten teachers and principals, and parents. Observation was used to observe a number of activities in kindergarten that reflect the implementation of school safety and security. The documentation technique was used to identify a number of documents related to the topic of study. Among the documents collected here were regulations/laws, photographs, SOP, and written documents of ECE units (semester program, weekly and daily lesson plans), and facilities related to school safety and security. The data analysis process of this research included data reduction, data display, and conclusion drawing. The results show that both physical and psychosocial safety and security have been attempted in the four ECE units. Physical safety and security, among others, is represented by providing insight to children about how to go up and down stairs. In ECE units that are prone to disasters, they are taught how to protect themselves when a volcano erupts and how to safely deal with floods. Psychosocial safety and security is demonstrated by the values and attitudes that are upheld by teachers and education personnel in ECE units. Those values and attitudes include inclusiveness, caring, smiling, sociable, responsive, sharing, polite, and trusting each other. Of these values, it is recognized that inclusiveness still requires a lot of stimulation, both on the teacher and child side. This finding implies that the two types of safety and security need to be maintained and improved.

**Keywords:** *ECE, Rural-urban, School Safety, Security*

## I. INTRODUCTION

Mubita (2021) defines School Safety as creating safe environment for learners, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation. In a safe school, learners, teachers and other staff are free to interact and go on with their teaching and learning activities without fear of the unknown. A safe school focusses more on internal threats, that is, threats from within the school environment. Safe and Sound School (2014) describes safety in terms of school communities and environment safe. Safety is an “umbrella term” for the many types of issues. Example of the safety issues are health, mental wellness, school climate, fire safety, weather safety. Building security, dangerous person, bullying, environmental disaster, crime in the community, and bus and traffic safety (Safe and Sound School, 2014).

School members will be attracted to school if the five factors are classified as safe. These five factors are known as the 5Ps, namely people, places, policies, programs, and processes (Cankaya, 2010). Regarding policy, Purkey makes it clear that in addition to attendance, evaluation, promotion and

discipline, policies need to be developed and maintained without neglecting respect for all those involved (Purkey, 1999).

A sense of security has indeed become a necessity for everyone, both in the smallest environment such as family and a fairly large environment such as at school. School safety is important because criminal and violent activities not only affect the individuals directly involved, but also impair teachers' ability to teach (Hernandez, Floden, & Bosworth, 2010). The need for security in schools gave birth to the slogan, "Make schools as safe as necessary, not as safe as possible!" (RoSPA, 2012).

It is argued that as one of the main environments in which children spend a lot of time during their formative years, school safety should be managed, promoted and prioritized effectively. This is reflected in the breadth of discussions, debates, and literature on school safety (Srichai, Yodmongkol, Sureephong, & Meksamoot, 2013). For example, schools with low levels of violence can be a better learning environment for students (Gronna & Chin-Chance, 1999). In addition, ensuring that children in the early years are protected from unsafe conditions will enhance their holistic development. A conducive school environment plays a key role in promoting the health and safety of children's environments (Mwoma, Begi, & Murungi, 2018).

In Indonesia, the duration of children in the school environment (ECE units) can be up to 4 hours, even 8 hours for a full day. Unfortunately, education units, including PAUD units, are not all considered to have succeeded in becoming safe places for children. In fact, in 2010 the Minister of Education and Culture established the National Secretariat for Safe Schools and in 2012 the government issued guidelines for safe schools and madrasas (Kamal & Touch, 2015).

Several incidents became evidence that tested the implementation of school safety in ECE units. It has not been forgotten that at the end of July 2019 in Bandung there was an incident at a kindergarten (TK) that killed a six-year-old child. The child died after being pinned against the school's automatic door (Bebey, 2019). At the end of April 2019, another disaster occurred in Purwodadi that killed a kindergarten child. The minibus crash also left 26 people injured. The joint gymnastics agenda in the sub-district was also delayed (Hartik, 2019). Furthermore, in February 2020 there was an attempted kidnapping of kindergarten children in Wonokromo Surabaya (Pambudi, 2020).

The cases above raise the question, what exactly is the creation of a safe school environment? It 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 that one of the indicators for Child Friendly Schools is "Child-friendly and disaster-safe buildings". Why are parts of the building found are not child-friendly? The reality on the ground indicates that the synchronization between policy and implementation has not gone smoothly.

The three incidents also indirectly test the existence of the Three Pillars of Comprehensive School Safety (Kamal & Touch, 2015). The first case examines pillar 1, Safe Learning Facilities, the second case examines pillar 2, School Disaster Management, and the third case examines pillar 3, Risk Reduction. Why not, the ECE unit, which has been identical with playing and learning fun for children, seems to be a place to watch out for. The existence of play facilities such as swings, seesaw, blocks, sand, and other outdoor/indoor media, is actually intended to support children's growth and development. In superior ECE units sometimes we can find facilities such as shuttle vehicles, musical instruments, air-conditioned rooms, even automatic doors as in the first case. However, behind the benefits of these facilities, there are also risks that can injure the safety and security of children. Facilities that appear to be unsafe and risks/disasters that have not been managed properly are thought to have implications for school members not being invited to go to school.

Judging from the description above, this study focuses on describing the types of school safety and security in the school environment in four ECE units representing rural and urban areas in Indonesia. Both ECE units in Semarang and Kudus have implemented and are currently implementing school safety. From the initial data, it can be explained that there is an SOP for picking up children that must be carried out by all parties. The SOP is getting more attention after a number of kidnapping attempts

on children. Meanwhile, an ECE unit in Sleman which is located in the Merapi Disaster Prone Area (KRB) has tried to teach disaster preparedness. An ECE unit in Bojonegoro has introduced the danger of flooding. However, what types of school safety and security are running in the four ECE units will be discussed further in the discussion section.

School safety and security between rural and urban ECE units is deliberately compared considering that in the study of rural social psychology, it is characterized by community associations that are more intimate than urban ones (Adiluhung, 2020). The heterogeneity of the city is considered to be able to cause social problems. Among these problems are economic and social disparity and separation of settlements, demographic inequality, and physical, social, and psychological environmental problems (Makkelo, 2017). This means that the differences in community intimacy in the two regions along with their homogeneity and heterogeneity have the potential for differences in community participation (as people) in carrying out school safety in their respective areas.

Research on school safety and security has been conducted several times. Barr, Saltmarsh, & Kloppe (2009) mapped out that previous research on school safety was still concerned with risk factors, accident prevention strategies, and program/curriculum evaluation. Research related to risk in schools, among others, emphasizes that according to a pedagogical perspective, practitioners believe that the opportunity to take risks is considered important for children's development in all aspects, but a highly regulated environment presents constraints for children (Little, 2010). Research on the evaluation of school safety and security is represented by the finding that the use of security cameras in schools is associated with low perceptions of security, equity, and support (Johnson, Bottiani, Waasdorp, & Bradshaw, 2018), some schools involved in the research are considered unsafe (White, Gina, & Coetzee, 2015), toys in outdoor areas which are dominated by manufactured toys are deemed unfit/safe (Nurfadilah & Krisnawati, 2019), and existing safety programs need to be improved (Netshitahame & Vollenhoven, 2002).

Researches on accident prevention strategies have been carried out in Indonesia. Through involving 63 children, PAUD Watching method is used to learn how to avoid danger (Widayati, 2018). This method was the result of the development of the model at BP PAUD & Dikmas East Kalimantan. The stages include learning hazards, hazard surveys, hazard maps and ways to avoid hazards. On the other hand, the role-playing method is used to increase early childhood understanding of traffic safety (Saleh, Anggraini, & Efastri, 2018). It was also found that parents' understanding of traffic safety for early childhood has increased (Saleh, Anggraini, & Efastri, 2019) and the role of teachers in preparing a holistic environment including minimizing risks to children's health, nutrition, and safety (Sagala, Pusari, & Karmila, 2018). By using action research, Rahman (2019) adds that children's discipline on self-safety were improved by traffic simulation.

Based on the findings above, there is another side that has not received the attention of previous researchers, namely what type of school safety and security is running in the field, considering that (based on the cases above) rural and urban ECE units in Indonesia are allegedly not fully classified as safe.

School environment can be understood as the sum total of all school features that create an effective learning environment or learning space. This refers to the internal and external spaces of the school environment. Extracted from Kuuskorpi and González (2011), the school environment in a broad sense means "a combination of formal and informal education systems in which learning takes place both inside and outside the school". The school environment consists of physical and psychosocial spaces and provides context and relationships between activities in the school which are all aimed in such a way, not only safety and security, but effective and productive education and achievement of school goals. The school environment must therefore be understood as the space occupied by the school community in carrying out effective teaching and learning. Thus, a safe and protected school environment is related to a safe and secure physical and psychosocial environment (Xaba, 2014).

The physical environment of the school includes the school building and the surrounding grounds and includes physical conditions such as noise, temperature, and lighting as well as physical and

biological agents (Henderson & Rowe, 1998). Thus, the physical environment of the school can be considered as the school building and all content including the physical structure and infrastructure (Wargo, 2004). These features can also be classified as school buildings, as well as a system of services and procedures aimed at improving safety and security in schools (Xaba, 2014). School buildings include classrooms, stairs, offices, libraries, toilets, and storage rooms (Wargo, 2004). Other physical environments such as floor, wall, and access materials for those with disabilities. Service systems and procedures include drainage systems, sanitation, electricity, alarms, emergencies, evacuation procedures, permits, vehicle parking, lunches, and others (Xaba, 2014).

Psychosocial environment refers to the school climate, including attitudes, feelings, values, behavior of learners and teachers which are reflected in the form of physical and mental safety, positive interpersonal relationships, as well as building self-confidence of learners and teachers (Henderson & Rowe, 1998).

## II. METHODS

This type of research is descriptive qualitative which is classified as field research. This method was used to track an event or find the widest possible knowledge of the object of research in a particular context. Case study was used to obtain in-depth information related to the study topic. This is in line with Robert K. Yin's formulation that case study is an empirical method that investigates contemporary phenomena (or case) in depth in the context of the real world (reality) (Yin, 2018).

This study was conducted in four ECE units, 2 in urban areas and 2 in rural areas. These ECE units were chosen purposively and represented the research theme. The units represent the urban physical and psychosocial environments are an ECE unit in Semarang and one unit in Kudus. The two private kindergartens were chosen because they have been and are still teaching children safety behavior. The location is also close to the highway and busy areas. The kindergarten also has a very varied habit of field trips. Meanwhile, ECE units that represent the physical and psychosocial environment of the countryside are an ECE unit in Sleman and an Islamic ECE unit in Bojonegoro. An ECE unit in Sleman was chosen based on its geographical conditions in the area of Mount Merapi's Disaster Prone Areas (KRB). Actually there are 73 PAUD units in the KRB, but this unit was chosen as well as a representative of the general state kindergarten. An Islamic ECE unit in Bojonegoro was chosen because it is located near Bengawan Solo.

This study utilized three data collection techniques, namely interviews, observation, and documentation. Semi-structured interviews were used to obtain data from teachers and kindergarten principals, and parents. Observation as the second technique was used non-participantly to observe a number of activities in kindergarten that reflect the implementation of school safety and security and the supporting facilities for its implementation. Documentation technique was used to identify a number of documents related to the topic of the study. Among the documents collected were regulations/laws, photographs along with written ECE unit documents (RPPH), guide books, and infrastructure related to school safety and security.

There were two data taken in this study, namely primary data and secondary data. Primary data were obtained from teachers, principals, and parents. These data were obtained through the interview process. Secondary data, namely supporting the main data, was obtained through a review of literature and documents related to the research focus.

The data analysis process of this research included three interrelated phases, namely data reduction, data display, and conclusion drawing/verification. This study utilized two types of triangulation, namely technical triangulation and source triangulation. The data collected through one technique was checked with other techniques and the data obtained from an informant was compared with data from other sources.



### III. RESULTS AND DISCUSSION

Based on the observation, it can be explained that of the four ECE units observed, three ECE units have two-story buildings (2 in urban areas and 1 in rural areas) and one other ECE unit has one floor (located in rural areas). However, ECE units with two floors also have one-storey buildings. Furthermore, the one-storey ECE unit also has stairs, considering that there are buildings that are higher than other buildings. Based on the results of interviews with two kindergarten principals, the construction of two-story buildings in urban areas is largely determined by the area owned and the number of children as students. The narrower the land and the more children in it, the more potential to spawn multi-storey buildings.

The existence of a two-storey building (or stairs) then requires teachers to always monitor the movement of children, both when children go up and down stairs. The supervision process is supported by providing insight to children about good and safe ways to go up and down stairs. Among them, "When going up or down, the child is required to walk on the left while holding on to the wall or ladder safety". The statement from the head of the kindergarten was complemented by the teacher's explanation that if there were children in the wrong lane, there was a high probability that a collision would occur between the children, thus disrupting their mobility. Therefore, the teacher always monitors the children's traffic, especially when on the stairs.

All ECE unit buildings have brick walls and tiled roofs of clay. Two urban ECE units are actually hot in temperature, but supported by adequate ventilation and bright lighting. On the other hand, rural ECE units have cool temperatures considering that there are still a lot of trees. Unfortunately the cool air there is not supported by bright lighting. Even though the intensity of poor lighting will have a negative impact on eye health, one of which is a decrease in visual acuity (Pertiwi, Sanubari, & Putra, 2018).

One urban ECE unit is supported by special security personnel and CCTV, while another urban ECE unit has security personnel integrated with human resources who are also tasked with maintaining SD (elementary school) security, because there is still one foundation and its location is close by. Two urban ECE units have guardrails and gates (open-close), while two rural ECE units have open gates. For rural ECE units, special security personnel and school gates do not seem too crucial, given the village context where the intimacy of the community is still thick, so that one person and another take care of each other's safety. Affirmed, rural areas are characterized by more intimate social interactions than urban areas (Adiluhung, 2020).

The four ECE units have adequate play equipment and are easily accessible to children. Playing tools are also classified as safe (for example, judging from the material and paint). Unfortunately, the storage facilities for one of the four ECE units are still not well organized, so that it can potentially interfere with the mobility of teachers and children. The four ECE units have adequate sanitation and clean toilets. Regarding electricity, there is a certain point in one ECE unit that needs to be addressed, because it can endanger teachers and children. The pursuit of physical facilities is at least an effort to realize what Xaba wants. It is stated that the service system and physical safety procedures can include drainage systems, sanitation, electricity, alarms, emergencies, evacuation procedures, permits, vehicle parking, lunches, and others (Xaba, 2014).

The urban ECE unit provides a gathering/evacuation point, but it is not spacious, considering that it is adjacent to a parking lot. Rural ECE units rely on the open yard in front of the building. Teachers in the four ECE units use the bell to signal entry-break-go home as well as an alarm, with a customized sound.

All aspects reviewed above are part of the physical environment of the school that must be considered for the safety and security of children. In particular, the stimulation of physical safety in the form of ways to protect oneself from a volcanic eruption in an ECE unit in Sleman is greatly supported by the presence of picture story books as learning media. Unfortunately, similar media were not found in

other rural ECE units that were the object of this research. In addition to the simulation, how to protect yourself from flooding is still explained verbally.

Regarding physical safety, data obtained from the documentation show that in the lesson plans of the four ECE units, safety and security materials were found. The material is mapped according to the learning theme. It is exemplified that in the theme of Myself (*Diriku*) there is material about body parts that are allowed to be touched and forbidden to be touched by others. The presentation of the material was supported by the choice of singing as one of the learning methods. In the RPPH of an ECE unit in Kudus, for example, there are activities for physical-motor stimulation which are introduced with a song entitled “*Kujaga Diriku*” means I take care myself.

Furthermore, based on the results of the interviews, most of the informants realized that safety and security in schools is not limited to physical safety, but also includes psychosocial. Psychosocial safety and security is demonstrated by the values and attitudes that are upheld by teachers and education personnel in ECE units. Those values and attitudes include inclusiveness, caring, smiling, sociable, responsive, sharing, polite, and trusting each other. Of these values, it is recognized that inclusiveness still requires a lot of stimulation, both on the teacher and child side. A brief description of the types of safety and security applied in the four ECE units is presented in Table 1.

Table 1. Types of safety and security applied

Safety & Security Types	ECE Units			
	Rural		Urban	
	Ins 1	Ins 2	Ins 3	Ins 4
<b>Physical</b>				
Classroom	Representative	Representative	Representative	Representative
Ladder	Ideal	Not ideal	Ideal	Quite ideal
Toilet	Clean	Clean	Clean	Clean
Storage	Neat	Less tidy	Neat	Neat
Floor	Not slippery	Not slippery	Not slippery	Not slippery
Electricity	Quite safe	Quite safe	Quite safe	Quite safe
Sanitation	Adequate	Adequate	Adequate	Adequate
Alarm	Yes	Yes	Yes	Yes
Gathering point	Adequate	Adequate	Adequate	Adequate
Parking	Adequate	Adequate	Adequate	Adequate
Security	None	None	Yes	None
CCTV	None	None	Yes	None
School building barrier	Yes	None	None	Yes
Crosswalk	None	None	Yes	None
<b>Psychosocial</b>				
Inclusiveness	60%	76%	60%	60%
Care	90%	84%	80%	100%
Smiling	100%	80%	100%	90%
Sociable	90%	96%	100%	90%
Responsive	100%	84%	100%	100%
Sharing	100%	96%	100%	100%
Polite	100%	84%	100%	90%
Trusting each other	90%	100%	90%	100%

Based on Table 1, the physical safety and security of urban ECE units tend to require more resources that can specifically monitor environmental safety and security. This has been attempted by having security personnel and CCTV. It is quite reasonable, considering there are many potential dangers in the city. The latest example is in Jakarta that the existence of three persons (driving a car) who try to offer students to be taken home. With a vehicle bearing a TNI license plate, the person admitted that they intended to kidnap the child. Fortunately, the repeated incident that appeared in September 2022 was then reported to the authorities, until they were then arrested (Hapsari, 2022).

On the other hand, rural ECE units do not utilize these resources, considering that sociologically the informants see that rural communities are considered to have played a role in helping to take care of the early childhood in their vicinity. In this regard, Adiluhung (2020) argues that based on the study of rural social psychology, the community associations of rural people are more intimate than urban ones. However, a case that occurred in Jambi is important as a lesson for all of people. It is known that in a village in this province there had been a kidnapping of children. The victim was kidnapped and taken away by a woman on a motorbike. At that time the victim, who was about 10 meters from his house, was immediately put on a motorbike and brought by the perpetrator. At that time, the witness paid no attention, because she thought the person who took the victim away was still the victim's family or relatives. But it wasn't until sometime later that the victim's mother realized that her child was not coming home (Utomo, 2022).

Furthermore, regarding the second type, namely psychosocial, in Table 1 it is clear that inclusiveness is a weak point. It is recognized that the lack of human resources is a factor that causes one of the elements of inclusiveness, in the form of the readiness of ECE units to include children with special needs in regular classes, becoming a challenge in itself. This means that there are no special teachers who are tasked with assisting children with special needs. Saputri (2018) emphasized that among the things that need to be prepared in implementing inclusive education is professional educators. Professional here are characterized by mastery of knowledge, skills, and attitudes about the material being taught and understanding students with special needs. In addition, the role of parents, school principals, and the government also greatly determines the quality of inclusive education.

However, other elements of inclusiveness based on gender or children's social status have been able to be covered by the four ECE units. The last statement is in line with what was stated by Nurfadhillah (2021), that in a broader context, inclusive education emphasizes anti-discrimination, the struggle for equal rights and opportunities, justice, and expanding access to education for all.

#### IV. CONCLUSION AND RECOMMENDATION

Physical and psychosocial safety and security have been tried in the four ECE units. Physical safety and security, among others, is represented by providing insight to children about how to go up and down stairs. In ECE units that are prone to disasters, they are taught how to protect themselves when a volcano erupts and how to safely deal with floods. Psychosocial safety and security, on the other hand, is demonstrated by the values and attitudes that are upheld by teachers and education personnel in ECE units. Those values and attitudes include inclusiveness, caring, smiling, sociable, responsive, sharing, polite, and trusting each other. Of these values, it is recognized that inclusiveness still requires a lot of stimulation, both on the teacher and child side. This finding implies that the two types of safety and security need to be maintained and improved.

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