



EFFECTIVENESS OF CHILD-FRIENDLY SCHOOL PROGRAM IMPLEMENTATION

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| KEYWORDS | ABSTRACT |
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| evaluation program, cipp, child's friendly school. | The purpose of this research is to identify the alignment or misalignment between the implementation of the Program on CFS (Child-Friendly School) according to the guidelines outlined in the Child-Friendly School Handbook, as stated in the Minister of Women Empowerment and Child Protection Regulation No. 08 of 2014 concerning Child-Friendly School Policies, with the actual practices in schools that have already implemented the CFS program. The research methodology employed in this study is descriptive qualitative. Data collection methods include document verification, interviews, and observations. Based on the research findings, it is evident that thorough and meticulous preparation and planning are crucial for the successful implementation of the program. Additionally, strong commitment from all parties involved, comprehensive understanding, intensive training, and strict supervision are essential for program execution. The evaluation indicates that in terms of Context, Input, and Process aspects, the average results fall under the category of "Adequate," while in the Product aspect, the average results are categorized as "Good." Therefore, the overall evaluation yields an "Adequate" rating for the implementation of the Child-Friendly School Program in the public junior high schools in Depok City, West Java. This research implies that it can enhance awareness and understanding of child-friendly school policies and contribute to the development of guidelines and best practices. |

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INTRODUCTION

Education is an essential component and cannot be separated from life. Therefore, the state must guarantee the implementation of education based on Pancasila and the 1945 Constitution of the Republic of Indonesia (Siregar, 2021).

The state guarantees that every citizen gets a proper education. As stated in the Law of the Republic of Indonesia Number. 20 of 2003 concerning the National Education System, it is stated that the National Education Goals develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Nurhayati, 2020). Education is an effort to enable every human being to develop his or her potential to grow into a strong person, have character, and has a healthy social life (Baureh, 2018).

Considering that schools are institutions that facilitate students to grow and develop academically, socially, and spiritually, it needs to be underlined that students' existence must be a priority (Yulianto, 2016). A good, quality, ideal school naturally refers to a picture of a school that meets the criteria of a good and fun school for the community in it. The excellent quality of schools can

be seen from several perspectives; for example, high academic achievement, students who often become champions or specific characteristics that are used as a reference for school superior assessment.

An excellent educational institution must accommodate every student to realize his potential fully. An ideal school like this was initiated by UNICEF under the name Child-Friendly Schools (CFS). The Manual Book published by UNICEF discusses in detail the objectives, requirements, conditions, as well as technical implementation instructions for CFS implementation, where this program in Indonesia is synonymous with the Child-Friendly School Program (CFS) (Heriyati & Kurniatun, 2022). The school will be a place that humanizes humans, not a place to stuff students with what they do not necessarily need themselves. Forcing what they do not need or want will only make students feel uncomfortable, afraid, or even traumatized (Godfrey et al., 2012).

The strong commitment of the Indonesian people to fulfilling children's rights and protecting children, especially in the field of education, is emphasized in Article 28C of the 1945 Constitution of the Republic of Indonesia, which states that "Everyone has the right to develop himself through fulfilling basic needs, has the right to education and benefits from science." and technology, art and culture, in order to improve the quality of life and for the welfare of humanity" (Wartoyo, 2016). Furthermore, this provision of the Constitution is operationally regulated in Article 9 paragraph (1) of Law Number 23 of 2002 concerning Child Protection, which states that "Every child has the right to receive education and teaching in the framework of developing his personality and level of intelligence by his interests and talents." (Children & Flower, 2014).

In addition, the purpose of preparing a Child-Friendly School Policy is to be able to fulfill, guarantee and protect children's rights and ensure that education units can develop children's interests, talents, and abilities and prepare children to be responsible for a life that is tolerant, mutually respectful, and works together for progress. And the spirit of peace. Education units are expected not only to give birth to generations who are intellectually intelligent but also to produce generations who are intelligent emotionally and spiritually (Nan, 2020).

The government, through the Regulation of the State Minister for Women's Empowerment and Child Protection, issued a policy for implementing the Child-Friendly School Program and officially stated in the Minister of State for Women's Empowerment and Child Protection Regulation Number 8 of 2014 concerning Child-Friendly School Policies (Agustin, 2021).

The implementation of Child-Friendly Schools (from now on referred to as the CFS Program in this research) is believed to be a solution to the problems that have existed so far, especially problems related to student's rights in the world of learning. Various aspects must be fulfilled, and commitments must be carried out (Kurniyawan et al., 2020).

Article 28B (2) of the 1945 Constitution states that "Every child has the right to survival, growth, and development and has the right to protection from violence and discrimination.", meaning that guaranteeing safety and comfort for children at school is a fundamental need in learning activities (Afifah & Lessy, 2014). This is emphasized in Article 54 of the Child Protection Act, which essentially states that children in and within the school environment must be protected from acts of violence committed by teachers, school administrators, or their friends in the school concerned or other educational institutions (Tang, 2020).

Given the importance of good education for children, the Convention on the Rights of the Child also mandates participating countries or those that have ratified it, regarding the importance of education, upholding discipline, capacity building, skills development, learning, other capabilities, dignity, self-esteem, self-confidence, personality development, talent, the ability to live in life in society, the right to access and educational content, and the right to use free time and cultural activities for children (Abidin et al., 2022).

National Education Standards require the availability of adequate and well-maintained infrastructure. The Technical Guidelines for Implementation of the CFS Program also explain details of the fulfillment of conditions and systems for schools (Leap et al., 2017). Points regarding school attractiveness, increased student attendance, task completion, good academic achievement, safe environment, access for students with disabilities, an atmosphere of togetherness, involvement of parents and the surrounding community, harmony between school and environment, friendly buildings and facilities children are very relevant to what students want, dreamed of by parents.

The CFS program is an effort to realize the fulfillment of children's rights and protection while children are at school through school efforts to make schools clean, safe, friendly, beautiful, inclusive, healthy, beautiful, and comfortable (Suminar et al., 2022). The objectives of the child CFS program are to prevent violence against children and other school members, prevent children from getting sick due to food poisoning and an unhealthy environment, and prevent accidents at school caused by infrastructure or natural disasters (Sujarwadi, 2022). The CFS program for children can create better, closer, and quality relationships between school members (Cordero-Vinueza et al., 2023).

In 2022 in Depok City, there were cases of violence against children and women, and as many as 150 cases were recorded. The city of Depok is also in fifth place with the highest number of cases recorded compared to other regions in West Java. Based on Detikjabar's article, Bekasi and Depok are on the list of the highest cases of child abuse in West Java.

There are 80 schools running CFS in Depok City. CFS is described as a school that protects children from violence, discrimination, and other mistreatment and supports children's participation, especially in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of rights and protection of children in education. The existence of the CFS Program has not been able to suppress the number of cases that befell children optimally.

In August 2021, at the start of the new 2021-2022 school year, researchers conducted observations at several public junior high schools in Depok, West Java. They found several things related to implementing the CFS Program in these schools. Generally, these schools are more directed to the maximum service of children. The education unit guarantees the safety of children and the availability of places for children to be free to be creative. The availability of facilities, especially playgrounds and child health services, is a priority. The need for toilets also needs to consider separating the allocations for female and male students. Character strengthening gets more opportunities if the CFS conditions are met. Students get the freedom to play and express themselves. At school, children are free to get educational services safely and comfortably without disturbance and are supported by the availability of facilities and infrastructure. The initial survey found that several indicators showed that the CFS Program needed to be implemented optimally. This finding is one of the reasons for the authors to conduct further studies.

Based on the initial survey, they also revealed facts on the ground that most of the community at school or other stakeholders needed to understand the CFS Program. The initial survey was carried out by giving oral questions to several educators, educational staff, parents, and students, as well as field observations. Realizing the CFS Program must prioritize aspects of individual and environmental health. Schools that run the CFS Program guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. The main principles are non-discrimination of interests, the right to life, and respect for children. As stated in article 4 of Law no. 23 of 2002 concerning child protection states that children have the right to be able to live, grow, develop, and participate pretty following human dignity and dignity and to receive protection from violence and discrimination; participation is described as the right to express opinions and have their voices heard (Rompas, 2017). Schools implementing the CFS Program are schools that are open to involving children in participating in all

activities of social life and encourage the growth, development, and welfare of children; schools/madrasas that are safe, clean, healthy, green, inclusive, and comfortable for the physical, cognitive and psychosocial development of girls and boys including children who need special education (Ghasya, 2018).

This study aims to find conformity or incompatibility between the way the program is implemented regarding the CFS Program accordance with what is in the Child-Friendly School Handbook, which is in the Minister of Women's Empowerment and Child Protection Regulation No.08 of 2014 concerning Child-Friendly School Policy with what is in schools who have implemented the CFS Program.

METHODS

This study evaluated the implementation of the CFS program at SMP Negeri Depok. The evaluation used is CIPP, by looking at how the schools studied carried out the preparation, planning, implementation, and evaluation stages, as well as the results in the implementation of the CFS Program. The method used is descriptive qualitative-data collection methods through document checking, interviews, and observation.

RESULTS AND DISCUSSION

Discussion: CFS Program in Context Aspects

a. Discussion of Context: Juridical Basis

The documents on the Juridical Basis in the public junior high schools studied received a score of **2.4** in the *Less* category. Checking the Rules & Legislation documents shows that the state junior high school in Depok already has adequate legal instruments as a basis for implementing the CFS Program, but does not yet have the completeness such as a Written Commitment as stated in the Guidebook:

Written Commitment is a prerequisite so that it becomes a reminder for the school community, the most important legal umbrella document, namely the Minister of Women's Empowerment and Child Protection Regulation Number 8 of 2014 concerning Child Friendly Schools has not been neatly arranged. The Handbook for Implementation of the CFS Program is also not fully available. It should be remembered that not all the schools studied were lacking in the availability of documents on the juridical aspect, however most of them did not have sufficient documents available. There are still two ways to collect and store documents, namely in the form of *soft copy* and *hard copy*. Ideally, everything should have a *hard copy* because it is more authentic and easier to access.

b. Context Discussion: Vision & Mission

The results of checking the vision & mission documents and interviews at the public junior high schools studied after being converted received a **3.1** rating of *Enough*. Checking documents for the Vision & Mission area shows that the school already has a vision & mission that is relevant to CFS policies or values. The basic principle regarding the essence of CFS is that within the school environment, children get their rights and receive protection. The school displays the vision & mission in a place that can be easily seen and read. This is very important considering that both people in the school environment and guests can know the vision & mission of the school. The school for school members can be a reminder when looking at the existing vision.

Checking documents for the Vision & Mission area shows the vision & mission that is relevant to CFS policies or values. The available vision & mission is the school's vision & mission, not yet including CFS 's vision & mission. In order to create the vision & mission of the CFS

Program, schools must understand and study the philosophical foundations and contents of the CFS Handbook so that the spirit of CFS can be embodied in the vision & mission.

The interviews conducted showed that the school has a Vision & Mission. Vision & mission are very relevant to the mandate of the CFS Program; where it is stated that school should be a comfortable place for children's growth and development. Schools are defined as schools that are safe, clean and healthy, care and have a cultured environment, are able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination and other mistreatment and support children's participation, especially in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of rights and protection of children in education.

In this interview the Deputy Head of Secretary explained the vision & mission that the school has, the Vision & Mission that the school has in accordance with the values that exist in the CFS Program; but have not been able to provide a detailed explanation of the vision & mission it has. The main point is that the school pushes the goals of the program: to create a comfortable school environment and atmosphere for children. The Vice Principal also explained that the school has made every effort to implement the values contained in the vision & mission.

In this interview session it is hoped that the individuals involved in the world of education will be able to formulate a vision & mission and be able to translate it into technical guidelines.

c. **Discussion of Context: Program Objectives**

From the results of checking documents regarding Program Objectives, it was found that schools had complete documents. Documents are in the form of *soft copy* and *hard copy*. *Hard copy* documents are large and easy to read, but stored in *bindex*. *Hard copy* documents will be better and more effective if displayed. The objectives of the CFS Program in the schools studied are still the product of *copy pasting* from the Manual. Goals have not been made *customized* by considering the conditions and circumstances that exist in schools.

From the results of an interview with the Principal about the Purpose of Implementing the CFS Program at Public Junior High Schools in Depok, it was explained that the environment is safe and comfortable as a place to study. Because with the availability of space and environment students will quickly absorb the subject matter and make it easier for educators to teach kindness,

The objectives of the CFS Program are in line with the goals of the school; so that when the government organizes this program the school is very supportive. The Vice Principal has not specified the goals to be achieved in the form of operational verbs so that the level of achievement is difficult to measure. There is no deadline for achieving the goal either. This is important considering that the objectives must be described later at the strategic plan level, namely detailed descriptions of the steps/actions to be taken in order to achieve the objectives to be achieved.

The explanation regarding the objectives is not fully directly related to the objectives listed in the implementation guidelines. As quoted from the CFS Handbook, the purpose of implementing the CFS Program in schools is so that schools can become safe, comfortable, and conducive places for students to learn and develop, for teachers to serve, and for parents of students as partners in educating *students*. Principals are able to explain objectives in general that are relevant to existing guidelines, namely: building a shared commitment among school members to develop the CFS Program as a common need; Commitment is the basis for implementation.

The interview with the Deputy Head of Secretary regarding the Program Objectives also provided a detailed explanation regarding the reasons for the need to implement the CFS Program; however, the Deputy Chief of Secretary did not systematically explain the reasons between obligations or because the program was needed. For Program Objectives the score obtained is **3.4**, so it is in the *Enough* category.

d. Discussion of Context: Program Targets

The Program Target Document is in the program guide owned by the school. Program objectives include which direction and what objectives are to be achieved by implementing the related program. The points to be achieved are sorted systematically and clearly, so that achievement can be measured objectively.

The determination of targets in the schools studied did not clearly state the time period required to achieve the Program Targets. The document also does not include concrete and strategic steps to achieve the goals to be achieved.

Principals who were interviewed in public schools explained that the target to be achieved is that within the next 1 year the schools will be able to fully implement the CFS Program. The school synergizes well with all the communities in the school and coordinates with supervisors. The input and guidance provided by the supervisors is one of the references in improvement. In this interview the principal has not explained the steps or stages in supervising the achievement of the targets to be addressed.

Interviews with the deputy principal of the school got an explanation that the school coordinates with the teachers to ensure that all the goals to be achieved can be realized. The main task of the vice principal is to ensure that education personnel understand the program objectives and the method or process for achieving these goals. The Deputy Head of the Secretariat has the task of working closely with teachers in implementing the program, and must also ensure that education staff understand the goals to be achieved and the methods and processes for achieving these goals. From document examination and interviews at the public junior high schools studied, an average result of **3.1** was obtained which was categorized as *sufficient*.

e. Discussion of Context: Work Procedures

Work procedures are very important so that work executors can carry out tasks clearly and confidently, work orders are mostly conveyed orally. This method is effective and clear, but has difficulties for document storage. The results of the check show that the Work Procedure Document is still very minimal. Existing documents do not include points regarding the steps taken. From the results of research in public junior high schools that were studied, the average results **2.4** categorized *Less*.

f. Context Discussion: Program Implementation Guidelines

Interview

Program Implementation Guidelines have been prepared based on references from the government through the ministry. Instructions for implementing the program are made in general terms. The principals interviewed did not provide clear and systematic instructions on how, who did what. The *flow chart* workflow is not yet available. Teachers have been encouraged to explore the available references and from the existing explanations the teachers jointly study the contents of the instructions so that interpretation and understanding are relatively the same. Preparation, implementation, monitoring, reporting, and evaluation are carried out based on existing guidelines. From the results of research at the state junior high schools studied, the average result was **3.6** categorized as *Good*.

g. Discussion of Context: Work Plan

The planning document exists, this document is one of the results of the work meeting activities. Findings from checking in the field show that not all schools make careful planning in a form that is easy to understand. Most of the schools studied did not have work plans based on implementation duration, namely: Short Term Plans, Medium Term Plans, and Long-Term Plans. There are problems or failures, either due to internal or external factors. There is no *Plan A* or *Plan*

B. Anticipation of existing risks is very important given the conditions and situations that are not always conducive to the plans made. But at least the completeness of this document is in the form of *soft copy*. The Work Plan will be better if it is in printed form and clearly displayed.

The school held a Working Meeting with the teacher council in preparing the Work Plan for the CFS Program. The meeting was held before the new school year started. Interviews with Principals found that the working meetings held were more in the areas of preparation/curriculum, teaching and learning activities, assessments, projects, and reporting. This meeting did not specifically discuss matters relating to the CFS Program. The CFS Program work plan does not include major plans such as: comparative *studies*, seminars, projects, competitions/competitions related to the objectives of the CFS.

At the direction of the Principal, the Vice Principal and the Teacher Council held a Work Meeting to prepare matters relating to the implementation of the CFS Program. Before the school year begins, the school holds a working meeting which is chaired directly by the school principal and assisted by the vice principal in preparing matters relating to the implementation of the CFS Program. The schools interviewed at the working meeting did not specifically discuss the main points of the CFS Program. From the research results of the countries studied, the average result is **3.6** which is categorized as **Good**.

h. Context Discussion: Team Structure

Upon checking the document, it was found that the Child Friendly School Program Team Structure existed and was installed in the school. The CFS Development Team at the public junior high schools studied had an average result of **3.4**, which was categorized as *Fair*.

Discussion: RSA Program on Process Aspect

a. Discussion of Input: Resources

Document checking on the Staff Name List along with supporting data is available and installed. This list contains names, educational background, date of birth, and positions held. The documents studied were not *updated* either at a certain period or every time there was a change, so when matched with actual conditions there were some that were out of sync. The document checking did not find a *Need Analysis* to identify in which areas resources need to be improved, what types of training are needed, what targets will be achieved. On checking the List of Team Members who are directly involved in the CFS Program is available. The list is made based on the abilities, experience and skills possessed by the staff; so that it will be maximized in carrying out its duties.

Examination in the public junior high schools studied in the Decree that assigns staff to assignments/placements in the CFS Program Structure is available. The decision/assignment letter does not yet detail the duties and responsibilities of the staff. According to the Principals, schools have prepared human resources, facilities, and environmental conditions. This provision is based on the needs in the field and the availability of existing facilities. We maximize human resources, while we try to use what is available. For school resources, create a system that is as efficient as possible considering that the implementation of this program does not require additional personnel. The principal knows the resources exist well and can be capital to map needs.

In general, schools have provided the resources needed to run the CFS Program. Principals are active in socializing the CFS Program and the stages for implementing it in the field. Although not many, there are additional facilities related to the implementation of the program.

Schools have done their best to ensure the availability of the resources needed, both in terms of people and facilities to run the CFS Program. The school principal also conducts training for deputy principals and educators regarding the program and its implementation in the field. Socialization is carried out both to the school community and parents of students. Principals carry

out this activity online (*online*) considering the conditions and effectiveness factors. Training is given periodically, considering there is a lot of material and it is necessary to ensure a common understanding of the program. Assignments were also given to educators to study program implementation instructions. Socialization is carried out both to parties involved directly or indirectly. Socialization is more emphasized on the understanding of the program being run Training is given regularly, especially to staff at schools. The training material is more about understanding the program, how to behave, speak, and handle problems that exist in students.

Interviews with parents of students in the public junior high schools studied found that parents were invited by the school when they were given an explanation about the program being run by the school. The socialization was carried out online considering the large number of participants and the situation which was not yet possible (*Covid-19*). The children were happy because the teacher said they were good and did not get angry or give them punishments. The treatment of teachers is fairer and the willingness to be close to students is increasingly evident. The school invites parents of students to provide input regarding seminars or lectures related to how to educate children. Parents are also often involved in school events. This method is very good so that students have a positive perception that the school and parents are collaborating in implementing the program.

Parents of students hope that this program will continue and get better, because they feel calm when their children go to school. This program really appreciates the existence of students and provides opportunities for them to realize their potential. Explanations are given online given the conditions that are not yet conducive if the activity is carried out face to face. The school provides a detailed and detailed explanation of the CFS Program and conducts question-and-answer interactions so that it has a complete and complete understanding. The children are happy because their friends and teachers are doing well. Training by the school for teachers makes teachers much better at maintaining good interactions with students. Schools and parents give appreciation to students who behave well. Some of our activities as parents are also often involved, such as on national holidays, they are very supportive of this program being fully implemented, considering that this program really accommodates what children need for a good school. We hope that the school program will run smoothly and the children will have more fun at school.

The school has a list of existing and complete names of employees including name, date of birth, educational background, years of service, and positions held. Complete list of Land and Building documents, apart from being informative, this list is also a *legal document* for schools. From the results of research at the public junior high schools studied, the average result was **3.0** categorized *Enough*.

b. Discussion of Input: Facilities and Infrastructure

Document checking at the public schools studied found that the inventory list of school assets and goods existed and was complete. The school labels items that contain data on the type of goods and the year of procurement. Data on goods is *backed up* in the inventory book. There are some items that are not recorded, especially small items. From the results of research at the public junior high schools studied, the average result was **3.2** categorized *Enough*.

c. Input Discussion: Administration Readiness

Meeting list sheet exists and is complete. This list includes the names of meeting participants and the date and time of the meeting. Minutes of meeting results exist and are complete containing important points discussed during the meeting. Questions and answers as well as decisions taken are also contained in the minutes of the meeting. The school prepares *forms* that support both documentation and preparation.

Interviews were conducted with the vice principal of the school to obtain additional information. Explanation from the vice principal of the Administrative Section of the school carrying out main tasks, but all staff are involved in supporting and assisting both in preparation and in implementation. In general, those who run the Administration Section are assisted by all staff.

Interviews were also conducted with educational staff who explained that educational staff jointly assist the Administration Section in preparing and carrying out administrative matters. Teaching staff all assist the Administration Section in preparing administration. Under the coordination of the vice principal, we ensure that administrative readiness can be completed.

Field observations were carried out in the schools studied. Arrangement and availability of complete and neat Administrative Documents. Documents are classified based on several criteria. Administrative Documents are utilized properly and correctly; considering that some documents are confidential, not all of them can be accessed. From research in public junior high schools that were studied the average result was **3.4** categorized *Enough*.

d. Input Discussion: Budget

From checking the documents in the schools studied, the schools have made RKAS. The budget is made in such a way as to suit needs, availability of funds, the school prepares *forms* that support both documentation and preparation.

Interviews were also conducted with Principals. The explanation obtained is how the RKAS is prepared, the use of funds, documentation, and reporting. The school prepares *forms* that support both documentation and preparation. From research in public junior high schools that were studied, the average result was **2.6**, which was categorized as *sufficient*.

Discussion: RSA Program on Product Aspects

a. Product Discussion: Supervision

From checking the documents in the Case Book Records filled in and describing the existing problems along with follow-up. In the Follow-up notes, it is explained how the problem was handled and the progress of the problem.

Interviews with the deputy principal of the school obtained an explanation that the school always coordinates and discusses, especially discussing problems that may exist and their follow-up. The CFS Program Core Team and other teachers. They collaborate in planning and implementation in the field. High awareness of the importance of program implementation makes the collaboration very solid. They carry out pickets regularly to ensure that potential problems can be detected, and if there are problems, they are correctly handled. The actions taken depend on the type of problem, the background of the problem, how the problem occurred, and the individual's response to the problem.

Picket regularly to ensure that potential problems can be detected and if there are problems appropriately handled. Actions depend on the type of problem, the background of the problem, how the problem occurred, and the individual's response regarding the existing problem. Observations made on student behavior describe actual conditions in the school environment. From the observations, it was also seen that the staff carried out picket activities intensely. Students behave politely, and the implementation of 5S is obvious. The staff ensures that students behave according to existing regulations and give warnings if someone violates or has the potential to harm himself and others.

Observations were also made on the teacher's approach to students; the teacher looked friendly and paid attention to students. Communication occurs both inside and when seen outside the classroom, such as when children play during recess or in the canteen, on the field, and in the

prayer room. From the observations of the teacher's approach to students in the public junior high schools studied, the average result was **3.4**, categorized as **sufficient**.

b. Product Discussion: Results Monitoring

A complete and neat picket schedule document is available. The picket schedule is adjusted to the teacher's time availability. In the schedule, only replacement officers can attend if the name listed can. There is a schedule of activities for program socialization. The schedule is made by allocating socialization time for all classes and is fully available. Interviews with teaching staff were explained that they made observations in the field and recorded actual conditions in the field. Existing records will be followed up and become one of the references in the evaluation for improvement. Observations of the treatment of education staff towards students show that the atmosphere of interaction is clearly illustrated, mutual respect. From monitoring observations in the field, education staff treat students well. Communication looks natural and far from the impression of a killer teacher. From the results of observing how education staff treat students at the State Junior High Schools that are taught, the average result is **3.0** in the **Enough** category.

c. Product Discussion: Program Results Reporting

The Program Report Book exists but needs to be completed. The information provided needs to describe the reporting criteria fully. The report does not include criteria as contained in the guideline.

Schools provide reports, but the contents of reports sometimes need to be completed, so parents do not get a complete picture of the results of program implementation. There was a report at the time parents were collected, and in writing, at least there was a narrative report card. Every semester we were given a report; a narrative report card was distributed: it contained not only academic development but also behavioral matters. We are getting reports. There is a report at the time parents are collected, and in writing, at least, there is a narrative report card every semester.

Observations on the Reporting of Program Results in schools get an illustration that the reporting is carried out systematically. They start with the teacher filling out the report book. This report is complete including notes that require special handling. Subsequent reports will be checked by the principal and approved for the relevant services and the parents of the students. From observations at the public junior high schools studied, the average result was **3.5**, categorized as **Enough**.

d. Product Discussion: Evaluation

The document on the Evaluation Sheet, which is filled with the results of the previous evaluation, also contains points stating corrective actions. The Evaluation Sheet is available and contains the aspects to be evaluated, the evaluation mechanism, and the follow-up on the evaluation results.

Checking the documents on the Filled Evaluation Sheet from the previous evaluation results, also containing points stating corrective actions. A complete evaluation record is beneficial for improvement and a reference for further evaluation. Achievement can be seen from the completed and detailed evaluation sheet.

Interviews with educators obtained an explanation that the school carried out an evaluation. Evaluation is carried out by the Principal and Deputy Head Secretary. Parents of students are invited to provide input for program improvement. The school conducts an evaluation led by the school principal involving stakeholders.

Observations on the implementation of the evaluation get an illustration that the evaluation is carried out both through briefings and in the form of discussions. Program planning is explained

and matched with implementation in the field. From the observations in the public junior high schools studied, the average result is 3.3, categorized as sufficient.

The context aspect was an average of **3.2**, meaning that the preparations and references used in running the program had been carried out. This value is equivalent to **Enough**. This value is still in the low category considering there is still a need for more preparation related to program knowledge. The depth of knowledge regarding the vision & mission of the program and several other prerequisites needs to meet the criteria.

Input aspects obtained an average value of **3.1**; planning in this program has been done and is sufficient. **Enough** category in this area indicates that the program has been planned. However, planning must still be systematic and refer to standard planning patterns. Anticipation of plans and strategies for execution have yet to be seen explicitly in planning.

In the process being carried out, the application in the field can be seen; value on the **Process aspect**, the mean of **3.1** describes how the program is implemented. The **Enough** category at this stage describes the need for more coordination implementation. The documentation aspect at this stage still needs to be improved.

In the **Product aspect**, the CFS Program is running well, considering that students get their rights as individuals and students. The school community has described a safe and comfortable atmosphere. In this aspect, the Public Middle School in Depok gets an average score of **3.3** and is in the **Fair category**. Good relationships in everyday life, inside and outside the classroom, must be supported by good administration.

The school has made every effort to make the school the right place for students; the school is a home away from home. Overall, the total average score was obtained in **3.2** categories **Enough**.

CONCLUSION

Based on evaluation research on the Child-Friendly School Program at Public Middle Schools in Depok City, West Java, it can be concluded that careful and thorough preparation and planning are essential to run the program well. In addition, running the program requires a strong commitment from all parties involved and the provision of a comprehensive understanding, intense training, and strict supervision. The evaluation shows that for the context aspect, input aspect, and process aspect, the average results obtained are in the enough category, while for the product aspect, the average results obtained are in the good category. Therefore, the overall evaluation resulted in the Adequate category for implementing the Child-Friendly School Program at Public Middle Schools in Depok City, West Java. In order to improve and enhance program implementation, recommendations need to be provided to improve program preparation, planning, and strategy, as well as increase shared commitment and a more comprehensive understanding.

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