

IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL PROGRAM POLICY AT STATE HIGH SCHOOL 2 SUKABUMI CITY

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Abstract

The implementation of the Child-Friendly School Program Policy is based on the Regulation of the Minister of Women's Empowerment and Child Protection number 8 of 2014 as an effort to fulfill the rights and protection of children in the world of education. The fulfillment of children's rights is a concept created by the Government as a strategy to determine indicators of children's rights in Child-Friendly Schools. Therefore, development and government resources are needed to support every effort aimed at ensuring the fulfillment of children's rights and protection. This study aims to determine the history of the Implementation of the Child-Friendly School Program Policy along with its supporting and inhibiting factors at State High School 2 Sukabumi City. This study used qualitative research methods and used Van Meter and Van Horn's theory with data collection through observation, interviews, and documentation. The determination of informants was carried out using snowball sampling, with 14 selected informants. Data analysis is carried out through the stages of data collection, data presentation, and conclusions. The results showed that the Implementation of the Child-Friendly School Program Policy at State High School 2 Sukabumi City was to the variables in Van Meter and Van Horn theory but the policy resource variables have not been effective, which is still a lack of facilities and infrastructure in meeting the needs of children, especially health workers assigned to the UKS room to be able to help and serve students who need health services, So that in the future it is recommended that schools can improve facilities and infrastructure as well as services to students.

Keywords: Implementation, Child-Friendly School, Supporting Factors, Inhibiting Factors, State High School 2 Sukabumi City

INTRODUCTION

Child discrimination often occurs and is highlighted in social media news and public life. The existence of incidents of violence, indecent behavior, and bullying of children is an important reason to observe the protection of children's rights (Sholeh, 2016). Children are often victims of various forms of violence, both at home, at school, and in the surrounding environment. Ironically, although children are perceived as small versions of adults, their need for a safe and comfortable environment, both physically and psychologically, is often ignored (Lichtman-Sadot & Bell, 2017). The actualization of love and appreciation for children is often forgotten by those around them. In the daily routine, it often happens that children receive unpleasant treatment, both physically and verbally (Miftahudin et al., 2023). Such acts are commonly known as child *abuse*. Violence against children, by the provisions in Law Number 35 of 2014 concerning amendments to Law Number 23 of 2002, refers to any act that results in suffering or misery to children, whether physically, psychologically, sexually, or through neglect, including threats, coercion, or loss of freedom that is contrary to the law. The term *Child Abuse* itself is often used to refer to cases involving children under the age of 16 years, who experience interference from parents or caregivers and can have

negative impacts, both physically, psychologically, and in development (Wulan & Fridani, 2021).

The results of research conducted by the Indonesian Child Protection Commission (KPAI) in 2015, found that parents ranked highest as perpetrators of violence with a percentage of 28% for fathers and 21% for mothers, while teachers ranked third with a figure of 10%, and those closest to them ranked fourth with a percentage of 6%. In 2017, the Global Report stated: Ending Violence in Childhood revealed that around 73.7% of children in Indonesia experience a form of discipline involving violence in their home environment. Regarding the incidence of child violence in the school environment, based on KPAI report data in the first half of 2018, as many as 1,885 cases of children have been handled. These cases cover a wide range of issues, ranging from drug abuse, and theft, to immoral behavior. According to the KPAI monitoring report in the January-June 2019 period, sexual violence in elementary schools was recorded in nine locations, with a total of 49 students as victims. The perpetrators of sexual violence in this school environment generally come from teachers and principals. In 2017, the Ministry of Social Affairs (Kemensos) reported that around 84% of children in Indonesia had experienced cases of bullying, which tended to be perpetrated by peers. From the study, it was seen that individuals who were in the closest circle had a greater potential to engage in violent behavior.

As guardians and role models for students at school, teachers are expected to create a learning environment that supports student growth and development (Seckinelgin, 2022). Teachers should be able to create a school atmosphere that provides freedom, while still providing guidance and being a good example. The goal is for students to develop both physically and spiritually (Kaldi & Xafakos, 2017). Educational approaches rooted in compassion and friendliness are considered more effective and successful compared to approaches based on violence and oppressive atmosphere (Tang et al., 2016). Schools have an important role in shaping their quality of life. Therefore, it is expected that a teacher can foster positive intrapersonal relationships with learners and provide support to enable them to develop individual potential and talents.

The large number of cases of violence involving teachers and principals in schools requires the Government to make an education policy that is more oriented towards human values, opposes violence, avoids discrimination, and respects children's rights (Hughes et al., 2021). In 2014, the Government through the Ministry of Women's Empowerment and Child Protection collaborated with the Indonesian Child Protection Commission (KPAI) to reduce incidents of violence against children. This step is realized through a policy in the form of a Child-Friendly School (CFS) program, which is further regulated in the Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014. CFS is defined as formal, non-formal, and informal educational institutions that create a safe, clean, and healthy environment, care for the environment, and can guarantee, fulfill, and respect children's rights (King, 2020; Us'an, 2021). The program also aims to protect children from violence, discrimination, and adverse treatment, while supporting children's active participation, especially in planning, policy, learning, supervision, and complaint processes

related to the fulfillment of children's rights and protection in education (Aliyyu, 2022; Hajaroh et al., 2020).

Following up on the Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014, the West Java Provincial Government initiated the implementation of the Child-Friendly School (CFS) program properly. Through child-friendly education in West Java, it is hoped that stakeholders in education can be given an understanding of the significance of the educational process that supports the development of children's potential as a gift from God Almighty (Suharsiwi et al., 2023). This program aims to shape students into superior and competent individuals. This step is in line with the objectives of education in West Java as stated in Regional Regulation Number 5 of 2017 concerning the implementation of education in West Java Article 4, which includes faith and devotion to God Almighty, noble character, noble personality; have knowledge, skills, criticality, creativity, and innovation, as well as character-based competitiveness and local wisdom, health, independence, and confidence, as well as tolerance, social sensitivity, democracy, and responsibility (Guldager et al., 2020; Nan, 2020).

State High School 2 Sukabumi City as an SRA-based school, has the motto HEBAT. which means Humanist, Elegant, Character, Academic, and Skillful, is the ideal condition to be achieved by SMA Negeri 2 Kota Sukabumi. Technically, the Principal makes policies with the aim of SMA Negeri 2 Kota Sukabumi as a school that provides the best service (*Good service*), the best performance (*Good performance*), the best achievement (*Good achievement*), and the best *character* (*Good character*). One of the excellent programs that are a derivative of the ideal goal is the implementation of the Child-Friendly School program at State High School 2 Sukabumi City. The phenomenon that occurred at State High School 2 Sukabumi City was a problem in implementing the Child-Friendly School (SRA) program. One of the issues that arises is the existence of disruptive behavior, which hinders the smooth learning process and teaching and learning activities. Types of behavior that often occur among students include distraction transgression, which refers to distractions or violations that lead to disfocus rather than to aggression towards schoolmates or *school* authorities (*Authorities aggression*). That is, the most common disruptive behavior is related to violations of school or classroom rules, negligence, and behavior that does not pay attention to teachers during the learning process. From the phenomenon that occurred at State High School 2 Sukabumi City, this study aims to determine and explain the extent of the Implementation of the Child-Friendly School Program Policy along with its supporting and inhibiting factors at State High School 2 Sukabumi City.

LITERATURE REVIEW

Implementation

Implementation is a translation of the word "implementation," which comes from the verb "to implement." According to Webster's Dictionary (in Tachjan, 2006; 23), the word "to implement" comes from the Latin "implementum" which comes from the root words "impere" and "place." "Implere" means "to fill up" or "to fill in," which indicates full fill or complement, while "plere" means "to fill," i.e. fill. Thus, "to implement" can be interpreted

as (1) run; Meet; achieve (2) provide the means to exercise or fulfill; Have a practical effect (3) providing or equipping with tools or equipment. Implementation refers to actions taken to achieve the goals set out in a decision. This action aims to turn these decisions into operational patterns and try to achieve changes, both large and small, by previous decisions (Masar & Lubis, 2023). (Felter et al., 2023) (Felter et al., 2023)

At a practical level, implementation is the process of implementing basic decisions. The process involves several steps, namely 1) ratification of laws and regulations, 2) implementation of decisions by implementing agencies, 3) involvement of target groups in implementing decisions, 4) real impacts of decisions, both desired and undesirable, 5) evaluation of the impact of decisions by the expectations of implementing agencies, corrective steps to policies or laws and regulations (Hajaroh et al., 2021). The preparation process for minimal implementation involves several important aspects, including preparation (resources, units, and methods), transforming policies into acceptable and implementable plans and guidelines, and providing services, payments, and other routine aspects (Gosselin & Laberge, 2022).

Policy

Public policy is the authority of the government in carrying out its responsibilities and roles towards society and the business sector. Essentially, government policy in the context of child protection is a state initiative that focuses on the public interest or society (Lane et al., 2022). The process of formulating public policies begins by formulating problems that have been identified, and the implementation of these policies aims to overcome problems that occur in society. Koontz and O'Donnell (in Tahir 2014; 21) define policy as a general statement that provides guidance for the mind in decision-making. Dye (in Anggara, 2014; 35) provides a definition that *"Public policy is whatever the government chooses to do or not to do"*. If the government decides to take action, it certainly has a purpose because public policy is the action taken by the government (Alvarez, 2016). Similarly, if the government decides not to take action, it is also a public policy that has a purpose.

The concept is that a policy is a set of actions or plans that contain political goals. For him, the term "policy" reflects the meaning of policy as a basis for consideration which is a manifestation of evaluation (Abonyi & Salifu, 2023). In other words, a policy is an attempt to formulate and formulate a rational basis for consideration to implement or not carry out an action. The policy is a decision of an organization that aims to achieve certain objectives and contains provisions that can be used as a guide for behavior in the context of 1) the next decision steps that need to be taken by both the target group and the organizational unit implementing the policy, 2) the implementation or execution of the policy that has been determined, both in the context of relations with the implementing organizational unit and with the target group concerned (Alvarez, 2016).

Child-Friendly Schools

According to the Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014, Child-Friendly Schools (CFS) are educational institutions,

both formal, non-formal, and informal, that can provide fulfillment of special rights and protections for children, including providing a complaint mechanism to handle cases in the educational environment. There are four main concepts in the implementation of Child-Friendly Schools, namely 1) transferring the role of teachers to be guides, parent figures, and friends for children, 2) presenting positive examples and examples by everyday adults, 3) ensuring the full involvement of adults in the school environment in maintaining the safety and welfare of children, 4) ensuring the active participation of parents and children in fulfilling the six components of Child-Friendly Schools (Guerrero & Camargo-Abello, 2023). While the basic principles of Child-Friendly Schools stem from the basic rights of children, which include 1) prioritizing the best interests of children, 2) avoiding discrimination, 3) encouraging children's participation, 4) guaranteeing children's right to life, survival, and development, 5) providing good management (Hunter et al., 2022).

To create a school environment that supports children, six components must be met, namely 1) Child-Friendly School Policy (CFS) which reflects the commitment of the district and school to create a child-friendly environment. This is reflected in the declarations, decrees of CFS teams, local government decrees, and other school policies that focus on children's perspectives. 2) Educators and Education Personnel Trained in Child Rights and CFS, namely there are at least two educators or educational personnel who receive training on Child Rights (CRC) and the concept of Child-Friendly Schools. 3) Child-Friendly Learning Process by creating a pleasant learning atmosphere, as well as a disciplinary approach that does not degrade the dignity of children and is free from violence. 4) Child-Friendly Facilities and Infrastructure by maintaining that facilities and infrastructure in schools provide comfort, and safety, and do not endanger children. This includes the installation of warning signs in hazardous areas, the arrangement of tables to be safe, clean toilets with water access, adequate lighting, and good air circulation. 5) Children's participation by involving children in program planning, rulemaking, implementation, and evaluation of CFS. Children are included as CFS supervisors and peer teachers. This is so that children feel recognized and can actively play a role in realizing Child-Friendly Schools. 6) Participation of Parents, Community Organizations, the Business World, Other Stakeholders, and Alumni to support Child-Friendly Schools, through the provision of facilities and activities that contribute to the realization of a friendly and conducive environment for children.

METHOD

The object discussed in this study is the implementation of child-friendly school program policies. Meanwhile, the objects of research/informants are the Principal, CFS Executive Coordinator, Guidance and Counseling Coordinator (BK), Vice Principal, Educators, Students, Parents / Guardians of Students of SMA Negeri 2 Kota Sukabumi with a total of 19 informants. This research uses a qualitative approach, where the research procedure can produce descriptive data, which is in the form of speech, behavior, and phenomena found when going directly into the field to observe the Objects and Subjects to be studied (Sugiyono, 2019). The purpose of qualitative research is to understand a particular

social situation, event, role, group, or interaction, which is largely an investigative process. Where researchers gradually understand social phenomena by contrasting, comparing, replicating, cataloging, and classifying research objects (Creswell, 2023). The type of research used is descriptive, which is research that aims to decrypt or explain something as it is. This study aims to provide a description or description of a situation. The data collection method in this study used literature studies, observations, and interviews. To test the validity of research data using triangulation techniques (sources, techniques, and time) which aim to obtain findings or interpretations accurately and credibly. This study uses qualitative data analysis techniques, namely data analysis is carried out simultaneously with data collection or at the time of observation and interviews. The practical steps taken during data analysis are (1) data collection, if the data found in the field can exceed the author's wishes, the author must write down the data in detail, because the longer the researcher plunges into the field, the more complex the data will be obtained. (2) data presentation, namely collecting information, taking action, and presenting qualitative data in the form of graphs, figures, or tables, (3) data reduction, namely sharpening classifying, arranging, discarding unnecessary information, and organizing data. and action-taking. (4) Data verification and conclusions, i.e. re-verifying data and concluding data, conclusions are drawn when the data is saturated, and each addition of new data only means redundancy.

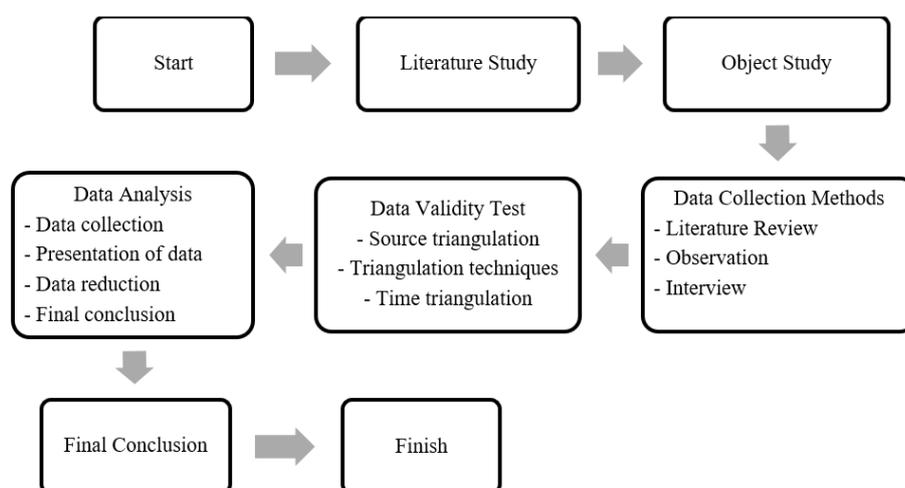


Figure 1. Research Flow Chart

RESULTS AND DISCUSSION

The data obtained based on the results of research on the implementation of child-friendly school program policies are as follows:

1. Policy standards and objectives/policy measures and objectives

Data obtained based on interviews and data related to understanding the aims and objectives of the child-friendly school program was obtained that 100% of informants stated that they had understood the aims and objectives of the child-friendly school program, where child-friendly school indicators developed to measure CFS achievements, including 6 (six) important indicators, namely:

1. SRA Policy
2. Curriculum Implementation
3. Educators and Education Personnel Trained in children's rights
4. SRA Facilities and Infrastructure
5. Child Participation
6. Participation of Parents/Guardians, Community Institutions, the Business World, Other Stakeholders, and Alumni

State High School 2 Sukabumi City has a strong commitment to the implementation of Minimum Service Standards (SPM) with a focus on Child-Friendly School (CFS) policies. In the first aspect, there is an emphasis on the application of norms, standards, procedures, and criteria for health networking and inclusion for students. The principal stated that the school has implemented an inclusion policy by accepting children with special needs, meeting health service standards, and involving disaster mitigation simulations in vulnerable areas. In other CFS policy indicators, there is an anti-violence policy that involves the participation of all school residents. The principal explained that the school has made an anti-violence policy by enforcing a student code of conduct, socializing with all stakeholders, and implementing an anti-bullying program from the Ministry of Education and Culture's PUSPEKA. In addition, there is a complaint mechanism and handling cases of violence.

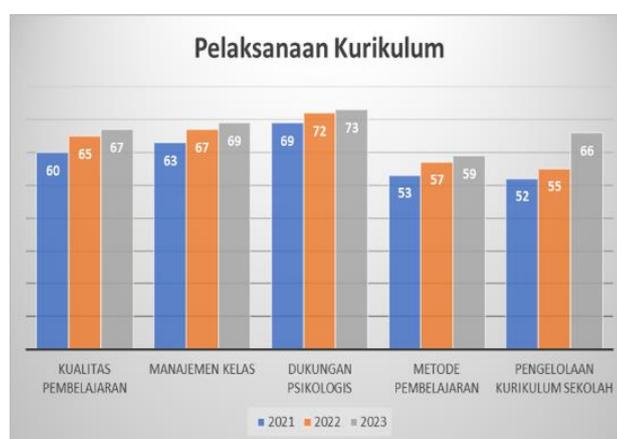
On other CFS policy indicators, schools show learner involvement in individual and group activities to support the unified student movement. Schools also remove levies on education that have been funded by the APBN and APBD, implement affirmations of education for children from poor families, and proactively prevent students from being unable to attend. The principal said that the school has included a child-friendly school program in RKAS, implemented educational affirmations and has a foster friend movement program. Overall, the school demonstrates a commitment to creating a learning environment that is inclusive, safe, and responsive to the needs of learners. In other CFS policy components, schools demonstrate commitment to no-smoking, drug-free areas, mainstreaming DRR, and integrating environmental materials in learning. The principal explained that they implemented the SHINING school program, provided adequate space and worship activities, and integrated environmental materials into the learning process.



Graph 1. Programs and Policies

The data graph of State High School 2 Sukabumi City education report card shows that the school has succeeded in achieving goals in programs and policies related to bullying, corporal punishment, and drugs. Principals and teachers have the right conception and are confident in their knowledge and ability to overcome bullying, corporal punishment, and drug abuse. State High School 2 Sukabumi City shows commitment to Child-Friendly School (CFS) indicators related to curriculum implementation. The Vice Principal of Curriculum stated that the school has integrated the CFS program into the School Operational Curriculum (KOS). Differentiated learning is carried out based on the level of student understanding, with formative and summative assessments as measurements. Extracurricular and co-curricular learning activities are also implemented, including the Pancasila student profile strengthening project.

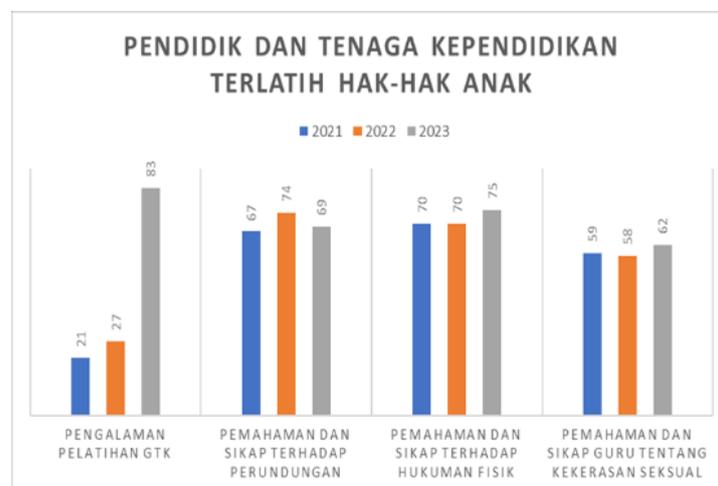
Data on the education report card of State High School 2 Sukabumi City shows an improvement in the quality of learning. The classroom atmosphere becomes more conducive with affective support and cognitive activation from the teacher. Classroom management shows the conductivity and active participation of teachers in classroom management. Psychological support from teachers includes attention, care, and constructive feedback to raise academic expectations. Learning methods create an open learning climate despite being limited.



Graphic 2. Curriculum Implementation

Curriculum management in schools is oriented towards improving student learning outcomes. Learners are also involved in play activities, sports, cultural life, and the arts. The Vice Principal of Student Affairs explained the daily habituation program, annual art appreciation activities, and the presence of environmental ambassadors and adolescent health cadres as an effort to realize a clean and healthy lifestyle. Overall, State High School 2 Sukabumi City shows the implementation of CFS in curriculum implementation to ensure an inclusive, diverse, and oriented learning experience towards developing students' potential. The third indicator in the concept of Child-Friendly Schools (CFS) relates to educators and education personnel who are trained on children's rights. The Principal of State High School 2 Sukabumi City, stated that all stakeholders in the school, ranging from school

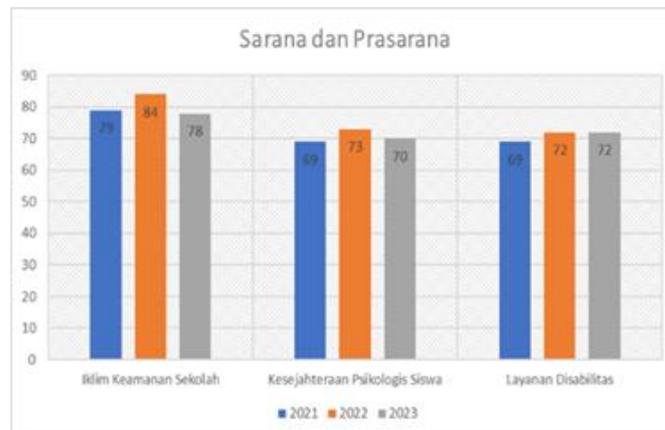
leaders, and teachers, to parents, had participated in the socialization activities of the CFS program and signed the commitment to declare Child Friendly Schools.



Graph 3. Educators and Education Personnel Trained in the Rights of Every Child

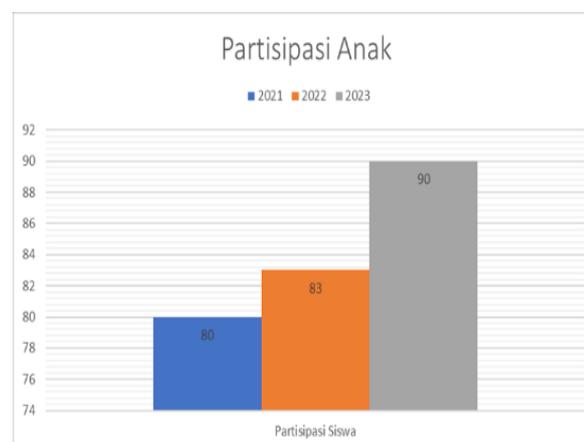
The education report card data above shows that education units have experienced progress in teacher participation in training. In addition, in terms of understanding and attitudes towards bullying, corporal punishment, and sexual violence, principals and teachers have a proper conception and are confident in their knowledge and abilities related to these three aspects. Thus, State High School 2 Sukabumi City shows involvement and commitment from all parties in understanding and implementing children's rights in the context of education. The fourth indicator in the concept of Child-Friendly Schools (CFS) highlights the components of Facilities and Infrastructure. The Vice Principal of Facilities and Infrastructure stated that the facilities and infrastructure at State High School 2 Sukabumi City are adequate to support the CFS program. These include separate toilets for students and female students, toilet seats for people with disabilities, complete handwashing stations, buildings according to national standards, safe evacuation routes, and CFS-related Communication, Information, and Education (KIE) media.

Data on the facilities and infrastructure of State High School 2 Sukabumi City shows the diversity of spaces and buildings, including classrooms, laboratories, libraries, mosques, and others. The graph from the education report card data shows that the school environment at State High School 2 Sukabumi City is safe, with good psychological well-being and low cases of bullying, corporal punishment, sexual violence, and drug abuse. Schools can maintain the quality of school residents by preventing and handling cases, creating a climate of safety.



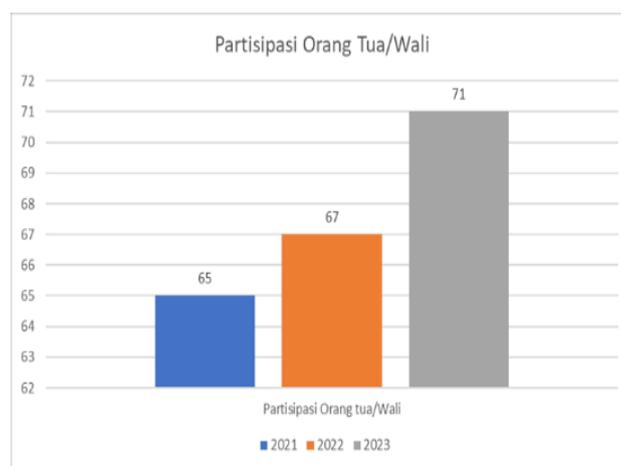
Graph 4. Facilities and Infrastructure

The graphics also reflect that students feel safe and comfortable in the school environment in certain situations. Regarding disability services, education units have demonstrated knowledge, appropriate attitudes, and the ability to carry out special learning practices for students with disabilities. Overall, State High School 2 Sukabumi City shows its commitment to providing facilities and infrastructure that support the implementation of the Child-Friendly School concept. The fifth indicator in the concept of Child-Friendly Schools (CFS) is child participation, which involves representatives of students as members of the CFS implementation team and empowers them as cadres of health, preparedness, safety, comfort, security, and feasibility of education units. Through interviews with students, including the Student Council President of State High School 2 Sukabumi City, they explained that the student council as a representative of intra-school student organizations acts as an executive coordinator of the student element. Students are represented by their respective class representatives and are involved in CFS implementation teams, adolescent health cadres, and environmental ambassadors. Their duties involve ensuring that there is no violence between students, bullying, or drug abuse, and ensuring a clean, healthy, and cultured environment.



Graph 5. Child Participation

Education report card data shows that State High School 2 Sukabumi City involves students in various activities in educational units, both academic and non-academic, showing indicators of active student participation. This school commits to encouraging the active role of students in implementing the concept of Child-Friendly Schools. The sixth indicator in the concept of Child-Friendly Schools (CFS) emphasizes the participation of parents/guardians and community institutions. Parents/guardians are expected to provide regular time each day to listen to children, provide support in the growth and development of children's interests and talents, and oversee safety and healthy internet use. Community institutions are asked to support CFS activities, be proactive in implementing CFS principles, and provide access to students and educators for various activities. Through an interview with the Chairman of the School Committee and The Vice Principal of Public Relations of State High School 2 Sukabumi City, it was revealed that parents actively support the CFS program at every opportunity for parent meetings.



Graph 6. Parent/Guardian Involvement

Education report card data shows that State High School 2 Sukabumi City involves parents in various activities, both academic and non-academic. The graph shows the participation of parents/guardians in supporting CFS programs, both morally and materially, such as when carrying out project activities to strengthen the profile of Pancasila students. Overall, the participation of parents/guardians at State High School 2 Sukabumi City supports the implementation of the Child-Friendly School concept.

2. Policy Resources

The success of policy implementation, especially in the context of child-friendly schools at State High School 2 Sukabumi City, depends largely on the effectiveness of the utilization of available resources. People are considered a key element in determining the success of a policy. To implement child-friendly school policies, research was conducted with a focus on the quality of human resources that support it. The information obtained shows that human resources at State High School 2 Sukabumi City are adequate, reaching 85-90%, but progress is still needed through socialization and training activities. The

headmaster stated that the resources of facilities and infrastructure are adequate but need special attention to maintenance. He also stated that the budget for the child-friendly school program was adequate, supported by BOS and BOPD funds, and also said by the principal that the implementation of this program had been integrated with the school's RKAS, involving aspects of child-friendly learning.

3. Characteristics and Characteristics of the Implementing Organizational Body

The characteristics and characteristics of implementing organizational bodies, both formal and informal, are important factors in policy implementation, especially the child-friendly school policy at State High School 2 Sukabumi City. Provincial and school governments provide full support with the appointment of schools as implementers and participation in related training. Government monitoring and evaluation of this program towards CFS standardization, with State High School 2 Sukabumi City already recommended by the West Java CFS Team. In implementation, inhibiting factors include the old mindset related to views and attitudes towards child-friendly schools, while supporting factors involve open changes from stakeholders, the existence of student behavior manuals, and support from school leaders, and good cooperation between teachers in creating child-friendly schools.

4. Attitude of the Executors

The attitude of the implementers towards the implementation of the child-friendly school policy at SMA Negeri 2 Kota Sukabumi seems to be very positive, along with the high support provided by them. Implementers included in this category include the Principal, CFS Coordinator, Vice Principal, SRA Team or task force, educators and education staff, and students of State High School 2 Sukabumi City. Data from interviews with various parties, such as the Principal, Vice Principal, CFS Coordinator, CFS Team or task force, teachers, employees, and some students, show the positive attitude of all implementers toward this child-friendly school policy.

5. Interorganizational Communication

Communication plays a crucial role in the implementation of policies in schools, influencing their success through interactions between relevant parties and organizations. From interviews with various informants, it was revealed that State High School 2 Sukabumi City has been actively conducting socialization by involving parties such as the Office of Population Control, Family Planning, Women's Empowerment, and Child Protection (DP2KBP3A), as well as the Regional Office V Branch Office. education personnel, and learners. This demonstrates significant efforts in ensuring the information and commitment required for child-friendly school policies are well disseminated.

6. Social, Economic, and Political Environment

The last thing is the importance of paying attention to the external environment to assess the performance of policy implementation. An unfavorable social, economic, and

political environment can be the cause of policy implementation failure. Therefore, successful implementation of the policy requires favorable external environmental conditions. The results of interviews with parents of students at State High School 2 Sukabumi City show support and appreciation for the child-friendly school policy. The community recognized the consistency of the school in implementing the program, with no complaints or complaints related to violence or problems related to child-friendly schools.

7. Supporting Factors for the Implementation of the Child-Friendly School Program Policy at SMA Negeri 2 Kota Sukabumi

In the implementation of the Child-Friendly School Program at State High School 2 Sukabumi City, the factors supporting the success of the program include adequate and committed quality of human resources, as conveyed by the principal. Support from teachers, commitment from teachers, education staff, and support from the Regional V Office Branch Office are considered important in implementing the program. The statement from the CFS Executive Coordinator and BK Coordinator also affirmed the support from various parties, including teachers, committees, and parents, who are expected to shape the behavior of children who are friendly, responsible, intelligent, skilled, and accomplished. The statement concludes that the implementation of the Child-Friendly School Program at State High School 2 Sukabumi City was successfully supported by various parties involved, creating an environment that supports children's growth and development.

8. Inhibiting Factors for the Implementation of Child-Friendly School Program Policy at SMA Negeri 2 Kota Sukabumi

The implementation of the Child-Friendly School Program Policy at State High School 2 Sukabumi City faces several inhibiting factors. The main obstacles include the lack of facilities and infrastructure, especially in terms of health services in the UKS room, where there are no special officers to handle the health needs of students. Financial factors are also an obstacle, with limited funds from BOS that are insufficient to implement the program optimally. Some teachers, however, pointed out that limited funds in the RKAS did not allow the implementation of the Child-Friendly School Program optimally. In addition, the lack of facilities and infrastructure, especially for students with special needs, is another challenge, these factors indicate that inadequate facilities and infrastructure are one of the main obstacles to implementing the program at State High School 2 Sukabumi City.

Implementation of Child-Friendly School Program Policy at State High School 2 Sukabumi City

In implementing the child-friendly school program policy at State High School 2 Sukabumi City, the Principal implements 6 policies, namely CFS policy, curriculum implementation, educators and education personnel trained in children's rights, CFS facilities and infrastructure, child participation, and participation from parents/guardians, community institutions, the business world, other stakeholders, and alumni. These six policies aim to realize the establishment of Child-Friendly Schools at State High School 2 Sukabumi City

and make State High School 2 Sukabumi City a pilot school in implementing child-friendly school program policies.

Inhibiting Factors and Constraints in the Implementation of Child-Friendly School Program Policy at State High School 2 Sukabumi City

Factors supporting the success of the child-friendly school program at State High School 2 Sukabumi City include the quality of adequate and committed human resources, the support and commitment of teachers, the commitment of education staff, and support from the Regional Office V Branch Office. responsible, intelligent, skilled, and accomplished. Meanwhile, the obstacles faced in implementing the child-friendly school program policy at State High School 2 Sukabumi City, such as lack of facilities and infrastructure as the main obstacles, limited health services in the UKS room, financial conditions that only rely on insufficient BOS funds to implement the program optimally, and limited funds in the RKAS, which do not allow the implementation of the Child-Friendly School Program optimally, lack of facilities and infrastructure for students with special needs. These inhibiting factors are certainly one of the main obstacles to implementing the child-friendly school program at State High School 2 Sukabumi City.

CONCLUSION

Based on the results of interviews and direct field observations related to the implementation of child-friendly school program policies in State High School (SMA) 2 Sukabumi City. The implementation of this child-friendly school program has been going well, in its implementation the Principal of State High School 2 Sukabumi City implemented 6 policies, namely curriculum implementation, educators and education personnel trained in children's rights, CFS facilities and infrastructure, child participation, and participation from parents/guardians, community institutions, the business world, other stakeholders, and alumni. The implementation of the Child-Friendly School program policy certainly has several factors such as the lack of facilities and infrastructure as the main obstacles, limited health services in the UKS room, financial conditions that only rely on insufficient BOS funds to implement the program optimally, and limited funds in the RKAS that do not allow the implementation of the Child-Friendly School Program optimally, lack of facilities and infrastructure for students with special needs. These inhibiting factors are certainly one of the main obstacles to implementing the child-friendly school program at State High School 2 Sukabumi City. In addition to the constraints in implementing this Child-Friendly School program, of course, there are supporting factors such as the quality of adequate and committed human resources, the support and commitment of teachers, the commitment of education staff, and support from the Regional Office V Branch Office. responsible, intelligent, skilled, and accomplished. It is hoped that the results of this research can be used as a reference for State High School 2 Sukabumi City and the Education Office regarding the implementation of child-friendly school program policies. Suggestions for State High School 2 Sukabumi City to further improve the implementation of child-friendly school programs, to form a child-friendly culture within the School and outside the School. As well

as future research suggestions to add discussion related to the Principal's Leadership in Creating a Child-Friendly School Culture, expand the object of research by involving many High Schools both Public and Private in the Sukabumi City area, and add quantitative research methods so that the results can be clearly illustrated.

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**IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL PROGRAM
POLICY AT STATE HIGH SCHOOL 2 SUKABUMI CITY**

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