EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL PROGRAM AT KLENDER 13 STATE ELEMENTARY SCHOOL, EAST JAKARTA

Exabella HANDAYANI
SDN Klender 13
exabellahandayani@gmail.com

ABSTRACT

Klender 13 State Elementary School, East Jakarta is one of the schools carrying out an evaluation of the implementation of Child Friendly Schools (SRA) to realize children's rights to good and quality education. This research aims to evaluate program implementation, strategies and the impact of implementing SRA at the Klender 13 State Elementary School, East Jakarta. This research uses a descriptive qualitative approach. The data collection techniques were obtained through observation, interviews and documentation studies. Next, the collected data was analyzed using the CIPP evaluation model analysis model which includes procedures for data collection, data reduction, data presentation, and drawing conclusions. Checking the validity of the data using triangulation. This research found the following results: (1) The SRA program at SDN Klender 13 was implemented by integrating all existing school policies, school programs and school activities. (2) The strategy for implementing the SRA program at SDN Klender 13 includes forming an SRA program implementation team, fulfilling SRA component indicators, carrying out monitoring and evaluation, and being responsive to the results of monitoring and evaluation of SRA program implementation. (3) The implementation of SRA has had an impact on SDN Klender 13 which includes changes in student character, increased student achievement both academic and non-academic, students feel more calm and comfortable physically and emotionally at school, there is an increase in teacher achievement and skills, communication is established and positive collaboration between teachers and parents, increasing madrasah achievements, and making the madrasah's reputation better known in the community.

Keywords: Implementation, Child Friendly School Program, CIPP

INTRODUCTION

Violence against children continues to occur in various educational settings, including both

verbal and physical abuse. This violence is perpetrated by both teachers and students within these institutions. In recent years, efforts have been made to address this issue through the development of a child-friendly school model, initiated by the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia/KPAI) in partnership with the Ministry of Women's Empowerment and Child Protection. Since 2016, this model has been implemented in numerous educational institutions across Indonesia, including both schools and madrasahs. By 2019, around 12,823 schools and madrasahs had adopted the child-friendly school model, spread across 238 districts and 34 provinces, ensuring that almost every city has examples of such institutions.

Despite the growing number of Child-Friendly Schools, the issue of violence in educational institutions has not been fully resolved. The implementation of the Child-Friendly Schools program has been evaluated, with many of the evaluations focusing on quantitative data. However, there have been fewer qualitative evaluations that explore the depth and effectiveness of the program's implementation. A qualitative evaluation aims to provide a more comprehensive understanding of how the program is being applied and whether it aligns with the core principles of the child-friendly school model.

Discrimination against children has become increasingly prevalent in society. Various cases of violence, bullying, and unfair treatment towards children highlight the urgent need to protect their rights. Ironically, schools, which are supposed to be the safest spaces for children, often become sites of physical and verbal abuse, perpetrated by peers or other members of the school community. The rising number of violence cases in schools emphasizes the critical need for the implementation of the Child-Friendly School (SRA) program.

In general, the evaluation of the Child-Friendly School program in educational institutions is carried out by an internal evaluation team established by the head of the child-friendly school committee at each school. This team is responsible for overseeing and assessing the implementation and sustainability of the program within the educational unit. Beyond internal evaluations, external evaluators from outside the school, such as madrasahs, are also involved in monitoring and evaluating the performance and achievements of the program. The Ministry of Women's Empowerment and Child Protection holds the authority to conduct quantitative evaluations, primarily focusing on assessing whether specific indicators of child-friendly schools have been met. However, this quantitative approach often lacks effective feedback for schools regarding which aspects need improvement. Furthermore, it fails to provide comprehensive and detailed insights into the implementation of the program, as many elements are not measurable through quantitative methods alone.

Research on child-friendly schools has been conducted by various scholars, exploring areas such as policy development (Kristanto, Khasanah, & Karmila, 2011; Nam & Nam, 2018; Saputro, 2018; Senowarsito & Ulumuddin, 2012), curriculum design and teaching methods (Damanik & Pakpahan, 2017, 2013, 2018; Dwi Cahyono, 2017; Farikah, 2019; Hajaroh, Rukiyati, Purwastuti, & Saptono, 2015; Leasa & Samallo, 2014; Maziah, Saemah, & Nooraziah, 2015; Novitasari, 2018; Šimunović, 2014; Widodo & Zumaroh, 2018; Zakiyah, 2017), program management (Firdaus, 2019; Muntari, 2014; Naeni Puspitasari, 2017; Subur, Qosim, & Nugroho, 2018; Sulistyowati, 2018), infrastructure and environmental support (Anwar, Malik, & Khizar, 2016; Godfrey et al., 2012; Nugroho & Haryati, 2017; Yulianto, 2016), and the implementation of child-friendly school initiatives in schools and madrasahs (Çobanoğlu, Ayvaz-Tuncel, & Ordu, 2018; Cross et al., 2012; Mahsun & Suwandi, 2019; Rofi'ah, 2013; Rohmana & Suyanto, 2019; Tokan, 2012; Utari, 2016). Additionally, literature-based studies on child-friendly schools have been conducted by several researchers, offering valuable theoretical insights (Miske, 2010; Rahmad, 2019; Rohmawati & Hangestiningsih, 2019).

In social reality, children are often viewed as smaller versions of adults. This perspective frequently leads to the neglect of their need for a safe and supportive environment, both emotionally and psychologically. As a result, children become vulnerable to acts of violence that harm them physically and mentally. This phenomenon is also evident at SDN Klender 13, East Jakarta, located in a densely populated area with predominantly low- to middle-income families.

Most students at SDN Klender 13 come from migrant families where parents work as traders or daily laborers. This situation limits parental supervision over their children, exposing them to a less conducive social environment. Consequently, negative behaviors such as the use of inappropriate language and disrespectful actions often arise, leading to incidents of bullying or verbal and physical violence.

Violence against children, known as child abuse, includes various forms of harmful treatment, whether physical, verbal, or emotional. According to data from the Indonesian Child Protection Commission (KPAI) and international organizations, the rate of violence against children in Indonesian schools remains alarmingly high. These forms of violence include physical, psychological, and even sexual abuse, often perpetrated by close individuals such as teachers, peers, or caregivers.

Given these conditions, SDN Klender 13 reflects the urgent need for a Child-Friendly School approach. This approach aims to create a safer, more comfortable, and supportive environment that fosters the holistic development of children. By implementing such measures, it is hoped that cases of violence can be minimized, allowing students to grow and thrive in a more positive setting.

METHOD

Program evaluation is very important to determine the level of effectiveness, provide useful information, and provide recommendations for policy makers to determine whether the program needs to be continued or stopped. In general, the main purpose of this evaluation is to assess the implementation of the Child-Friendly School Program (SRA) and provide useful input to improve the quality and effectiveness of the program.

This study uses a qualitative method that focuses on procedures that produce descriptive data in the form of written or spoken words from individuals or groups being studied. This method is useful for exploring and understanding the meaning given by individuals or groups related to the social or humanitarian problems being studied. In a qualitative approach, symptoms are considered holistic, that is, they cannot be separated, so that researchers do not only focus on certain variables, but on the entire social situation which includes aspects of place, actor, and activity that interact synergistically.

The evaluation model used in this study is the Context-Input-Process-Product (CIPP) model, developed by Stufflebeam and colleagues at Ohio State University. This model aims to collect accurate and comprehensive information, which is then used as a basis for consideration for schools to make decisions in improving and developing SRA programs in a better direction. This model was chosen because it is considered the most appropriate for describing problems in detail, from input to output produced.

The evaluation subject in this study is the students at SDN Klender 13 Jakarta Timur. This evaluation will focus on how the implementation of the Child-Friendly School (SRA) program impacts the students, in terms of behavior, social interactions, and academic achievement. The study will also assess how students respond to the teaching methods applied within the framework of the SRA program, as well as the positive effects that students experience from the child-friendly school environment. Aspects such as attendance, participation in activities, and improvements in discipline and student behavior will be the main focus of this evaluation.

FINDINGS AND DISCUSSION

The results of the researcher's observations found that the initial pioneering of the child-friendly school program at SDN Klender 13, which was felt to be something very new for the principal and all elements at SDN Klender 13 so that many changes were made, both additions and reductions, to policies based on child-friendly school indicators.

The condition of SDN Klender 13 before the existence of a child-friendly school can be said to

be a school that does not facilitate students to develop their potential and abilities in all things safely and comfortably. This is the basis for the desire to create a program that can and is able to grow the potential in children. The consequences of creating a child-friendly school program are not only making the school adequate, but also must be able to create an educational environment. This is as expressed by the principal and several educators at SDN Klender 13:

SDN Klender 13 is in an environment that is not educational even though there are boarding schools and so on around it, but factories and other home industries dominate the environment around SDN Klender 13, so that education becomes something additional or secondary. This is an obstacle to the creation of a child-friendly school program which in its foundation requires three pillars, namely schools, parents, and students.

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In the discussion section, the gap analysis of the implementation of the Child-Friendly School Program (SRA) at SDN Klender 13 will be divided based on four aspects of discussion in the CIPP evaluation model: Context, Input, Process, and Product. The following is a gap analysis based on the findings presented above:

1. Context:
   Findings: The SRA program at SDN Klender 13 is relevant to the needs of the school environment that faces the problem of violence against children, both physical and verbal. The presence of children from families with lower-middle economic backgrounds adds to the urgency of this program.
   Gaps: Although this program is very relevant, there are still challenges in the community's understanding of the importance of this program. Parental involvement in supervising children at home is still limited, so not all students get full support for their personal and character development at home and at school.

2. Input:
   Findings: Existing resources, such as infrastructure and teacher support, are sufficient to support the implementation of the SRA program. However, parental involvement in supporting this program is not yet optimal.
   Gaps: Although facilities and infrastructure are available, there is still a need to improve teacher training and parental involvement. Many parents work as traders and casual laborers, so their time to play an active role in their children's education at home is very limited. This is an obstacle in optimizing program implementation.

3. Process:
   Findings: The program implementation process at SDN Klender 13 has been running well. Interactions between teachers and students are positive, and efforts to create a child-friendly environment are starting to show results. The activities carried out are quite effective in building a safe atmosphere for students.
   Gaps: The main obstacles in the process are limited supervision from parents and several policies that have not been fully implemented firmly. Students are still influenced by a social environment that does not support positive behavior. There needs to be a more consistent policy and firmness in handling violence in schools.

4. Products:
   Findings: The SRA program at SDN Klender 13 shows a positive impact on student behavior, such as reducing violence and increasing creativity and learning comfort. The learning environment is more supportive of child development.
   Gap: Although positive impacts are visible, efforts are still needed to expand the space for children's creativity and increase their participation in school decision-making. The SRA program needs to be expanded to include more activities that can strengthen students' sense of responsibility for the environment and school facilities.

CONCLUSION

The following are the conclusions using the four stages of CIPP evaluation (Context, Input, Process, and Product) for the implementation of the Child-Friendly School Program (SRA) at SDN Klender 13:

1. Context: The Child-Friendly School Program (SRA) at SDN Klender 13 is very relevant and urgent to be implemented considering the challenging socio-economic conditions of the environment. With the majority of students coming from families with lower-middle economic backgrounds, as well as the high rate of violence experienced by children, the implementation of this program provides the right solution to create a safe, healthy environment that supports child development. However, a deeper understanding is still needed from the community and parents regarding the importance of their role in supporting this program.

2. Input: The available resources, both in terms of facilities and infrastructure, as well as support from teachers at SDN Klender 13, are sufficient to support the implementation of the SRA program. However, parental involvement in this process is still relatively low, which is caused by limited time and parents' ability to actively participate. Increasing training for teachers and the active role of parents is very much needed so that this program can run optimally.

3. Process: The implementation process of the SRA program at SDN Klender 13 went well. The interaction between teachers and students showed a friendlier and safer atmosphere, and the program has succeeded in creating a more positive atmosphere. However, the main challenge is limited supervision from parents and several policies that have not been implemented consistently. There is a need to increase parental involvement and strengthen policies and rules in schools to support the creation of a more child-friendly environment.

4. Product: The results of the implementation of the SRA Program at SDN Klender 13 showed a positive impact on changes in student behavior, such as reducing violence and increasing creativity and comfort in learning at school. However, these results still need to be improved with more programs that support the development of student potential more optimally, as well as involving students more in decision-making related to school policies. This program has succeeded in creating a more supportive atmosphere, but still needs further development to achieve more optimal goals.

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