

EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL PROGRAM AT SDN DEWI SARTIKA CIPTA BINA MANDIRI, SUKABUMI CITY

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ABSTRACT

This study evaluates the implementation of the Child-Friendly School (SRA) program at SDN Dewi Sartika CBM, Sukabumi City, using the CIPP (Context, Input, Process, Product) model. The research uses a mixed-method approach, involving principals, teachers, facilitators, students, parents, school committees, and alumni parents as subjects. Data were collected through observation, interviews, questionnaires, and documentation. The findings show that the SRA program at SDN Dewi Sartika CBM effectively meets students' character education needs. At the context stage, the program's goal is to ensure students have the right to learn in a safe, comfortable environment, with qualified educators who understand children's rights and use child-friendly teaching methods. In the input aspect, the resources supporting the SRA program are evaluated to see if they align with the plan. The evaluation reveals that the school's vision, mission, and goals include the SRA program. The process evaluation shows that the SRA program has been integrated into the learning activities. Finally, the product evaluation indicates that the program has achieved its goals, based on interviews, documentation, and questionnaires. Recommendations include increasing awareness and socialization about the SRA program to ensure all school residents understand its importance. Educators and staff should participate in in-service training related to the program. Collaboration between the school and parents is needed to improve communication about students' behavior and character development both at home and school. Consistency in attitudes toward the SRA program among educators and staff is necessary to set a good example for students.

Keywords: *Evaluation, Child-Friendly Schools, Character Education*

INTRODUCTION

The Director of the Mental Health and Drug Abuse Prevention and Control at the Ministry of Health, Fidiensjah, stated that the most recent population census data shows that there are 79.5 million children in Indonesia, or about 30.1% of the country's total population. Children are defined as those under the age of 18. Of these, 62% (49 million children) experience verbal abuse, and 11% (8.75 million

children) face physical abuse at the hands of teachers, fellow students, and others in elementary, junior high, and senior high schools. These abuses range from being pinched, slapped, yelled at, insulted, stigmatized, to being injured by sharp objects (Adilah, 2020). One of the recent phenomena is violence against students. Violence is generally defined as an act by one individual toward another that causes physical and mental harm. In education, violence refers to actions that go beyond ethical norms and rules, including both physical abuse and harassment of individuals' rights.

Violence against students includes all forms of physical and mental abuse, sexual violence, neglect, and violence within schools that can be perpetrated by anyone, including school principals, teachers, supervisors, fellow students, or others. Forms of violence occurring in schools include hitting with bare hands or blunt objects, pinching, slapping, choking, verbally abusing with threats of violence, exposing students to the sun, and sexual harassment, among other violent acts that can lead to physical and mental harm to students.

Students are entrusted to us as a gift from God and must be protected because they possess inherent human dignity and rights. They are the future generation responsible for advancing the development of Indonesia. The future of the nation depends on students' ability to grow into healthy, educated, moral, and virtuous adults. To achieve this, care and guidance from parents and close relatives are essential. Every student has rights, including the right to receive an appropriate education that meets both their physical and spiritual needs. Students are the young generation who will inherit the nation's future, and all students have the right to a quality education. The progress of a country can be seen in the equal access to quality education for all its citizens.

According to the Government Regulation stated in the Child-Friendly School Guidelines (2015), the Law No. 35 of 2014 on the Protection of Students, Article 54, states: "(1) Students within the educational environment must be protected from physical, psychological, sexual violence, and other crimes committed by educators, education staff, fellow students, and/or other parties. (2) Protection as referred to in paragraph (1) must be carried out by educators, education staff, government officials, and/or the community." Students, both inside and outside the school environment, must be protected from various acts of violence committed by teachers, school management, their peers, and the surrounding community or other educational institutions. Therefore, it is prohibited for anyone in the school community to treat students in a discriminatory manner, including labeling and stereotyping in education.

Education can be understood as an institution responsible for determining the goals, content, system, and organization of education. The government also holds responsibility for ensuring the continuity of students' welfare in the family, school, and community environment. According to Law No. 20 of 2023 in Pristiwanti et al. (2022), "Education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation, and the state." Education is a planned and conscious effort aimed at creating a learning environment that allows students to feel safe, comfortable, and actively engaged in effective and efficient learning processes.

One place where students feel safe, comfortable, and can build their character is in a school environment that fosters safety. A learning environment that is active, enjoyable, effective, and efficient—created through positive interactions between teachers and students—will result in meaningful and quality relationships for the students. Therefore, the education system in schools must be developed and maintained as a safe and comfortable place for students to achieve high-quality educational goals, supported by all parties in the educational environment.

As a popular public elementary school, SDN Dewi Sartika CBM is committed to providing valuable education to students, their families, and their communities. The SRA program, through positive behavioral changes, aims to provide the best possible service to society. The school strives to create an environment that is safe, comfortable, clean, healthy, friendly, and enjoyable, directly

contributing to the realization of the school's vision, mission, and goals. The SRA program promotes a new paradigm by educating and guiding students to create a generation free from violence, fostering adult awareness, respecting rights, and protecting students from unwanted dangers, ultimately shaping the desired learners.

The researcher chose SDN Dewi Sartika CBM as the research location for several reasons, with the main one being that it is one of the schools in Sukabumi City that implements the SRA program. This program ensures students can learn in a pleasant atmosphere without feeling burdened. SDN Dewi Sartika CBM has designed the SRA program with various methods, such as lecture-based material explanation and enjoyable class management, supported by the cultivation of positive values by the principal and educational staff. This aligns with the research objectives.

METHOD

In this study, the paradigm used is the Mix Method, which combines both quantitative and qualitative approaches in a single study. According to Pane et al. (2021), "mixed methods are two or more methods taken from two different approaches, quantitative and qualitative, in the research conducted to obtain data used as empirical evidence to answer the research problems, as researchers believe the findings will be better, more complete, and comprehensive." Justan et al. (2024) adds that "the Mix Method paradigm combines two research methods, quantitative and qualitative, into one research activity, so that the data obtained will be more comprehensive, valid, reliable, and objective." Based on these opinions, it can be concluded that Mix Method research is a systematic paradigm used to find the truth in solving research problems by using both qualitative and quantitative methods based on empirical evidence, so that the data obtained is more complete, valid, reliable, and objective.

The researcher aims to evaluate the implementation of the Child-Friendly School (SRA) program at SDN Dewi Sartika CBM, whether it has been properly implemented and whether the program's objectives have been achieved. The researcher also intends to provide feedback and suggestions related to the SRA program.

The research design used is program evaluation design with the CIPP model, which stands for Context, Input, Process, and Product. These four components are the focus of evaluation in the program activities. The CIPP evaluation model was chosen because this approach views evaluation as a system and is deemed appropriate for evaluating the implementation of the SRA program at SDN Dewi Sartika CBM.

This study aims to measure the level of success in achieving the objectives of the SRA program, with data collected through observation, interviews, and documentation. The evaluation is conducted using the CIPP model in accordance with the established steps, which will result in conclusions regarding whether the SRA program should be continued, continued with improvements, or discontinued.

This research is conducted to evaluate the activities of the Child-Friendly School program at SDN Dewi Sartika CBM. In evaluating the SRA program, the researcher uses a qualitative approach. The goal of the qualitative approach is to understand the phenomenon experienced by the research subjects by describing it in words and appropriate language based on a specific concept and using various appropriate scientific methods. In qualitative research, the data collected is explained using words and language. Therefore, the qualitative approach in this study is descriptive.

The method used in this program evaluation research is an evaluative approach. According to Bhakti (2017), "Evaluation is an activity to determine whether the teaching and learning process has achieved the established goals or not; in other words, the success of the teaching and learning process cannot be known before the evaluation is conducted." Kurniawati (2021) also states that "Evaluation is the process of using information to assess how effectively a program has met students' needs, as well as activities carried out to gather information from a program that is implemented to be analyzed,

assessed, measured, and conclusions or decisions made." Based on the above opinions, it can be concluded that evaluation is a process to determine whether the objectives of the implemented program have been achieved or not, and to gather useful information for assessment. This research includes all activities of the SRA program implemented at SDN Dewi Sartika CBM.

FINDINGS AND DISCUSSION

The discussion on the findings being evaluated describes the achievement of the SRA program and the challenges faced, as explained in the theory of program evaluation, which is a tool or process to obtain information to assess the results, including the quality of program implementation, program goals, and to conclude whether the ongoing program aligns with expectations. The achievement of the SRA program is related to supporting factors that allow its implementation, while the challenges are the factors influencing the program's failure to meet its expected goals.

Based on the evaluation of the SRA program, the context of the program at SDN Dewi Sartika CBM did not present significant issues. The aim of the SRA program at SDN Dewi Sartika CBM is to fulfill the educational rights of students, providing them with the right to learn in a safe and comfortable environment and creating a supportive educational atmosphere with qualified educators who understand children's rights to create child-friendly teaching methods and a clean and healthy school environment. The SRA program implemented at SDN Dewi Sartika CBM includes various positive activities aimed at providing the best service to students, with the school's desire to be a safe, comfortable, clean, healthy, friendly, and enjoyable place to learn.

To realize the SRA program, it has played many important roles in achieving the school's vision, mission, and goals. According to an interview with Mr. Abdul Sobur, the head of SDN Dewi Sartika CBM, he emphasized that every school must uphold the principle of fulfilling students' rights as children, with support provided by the school.

SDN Dewi Sartika CBM is one of the leading schools in Sukabumi City, appointed by the local government to be a pioneer in the SRA program. The school started implementing the child-friendly school program by involving educators in the In-House Training (IHT) held by the Sukabumi City Education Office in collaboration with the Women's Empowerment and Child Protection Office (DP3A), which was regularly held in 2018 and declared in 2019. The SRA program involved every school member, including the headmaster, educators, parents, and the school committee, in designing the program with activities that involve students. One of the reasons for involving all school members in the formation of the school's vision and the SRA program is to ensure its implementation according to the commitment agreed upon by all members of the school community.

In 2020, SDN Dewi Sartika CBM temporarily halted the SRA program due to the COVID-19 pandemic, which caused planned activities to be postponed. However, in 2022, after the pandemic subsided and lessons resumed as usual, SDN Dewi Sartika CBM held a re-declaration of the SRA program during its 22nd anniversary. The school is determined to re-implement the program to receive more attention and improvements.

Regarding the input evaluation, several findings answer how the SRA program can be implemented. Based on interviews with the program's facilitator coordinator, the program is designed in accordance with the SRA guidebook. After the Sukabumi city government appointed SDN Dewi Sartika CBM as a pioneer of the SRA program, the headmaster formed a team of teacher facilitators to participate in the development of activities and school facilities. SDN Dewi Sartika CBM ensured that the entire school community supported the program by conducting socialization for educators, parents, and students to make them aware of the program's objectives and support the activities held by the school.

One of the preparations for the SRA program was the use of a curriculum that supports student learning. Initially, the school used the 2013 curriculum in 2018, but in 2021, it transitioned to the

Merdeka Curriculum, which better aligns with the SRA program as it focuses on student-centered learning. SDN Dewi Sartika CBM also provided specific training for educators on the SRA program through offline and online IHT sessions organized by the relevant offices, including the Education and Culture Office and the Women's Empowerment and Child Protection Office (DP3A). Additionally, the school has counseling staff to bridge communication between educators and students, helping develop students' potential and address issues like bullying.

SDN Dewi Sartika CBM has adequate facilities and infrastructure, with a safe building that complies with educational standards. The school community, including the headmaster, school committee, parents, and students, contributed to the implementation of the SRA program. The school committee provided ideas and suggestions on additional programs that would benefit the students.

However, based on the input evaluation for the 2023-2024 academic year, SDN Dewi Sartika CBM has not yet conducted further IHT sessions on the SRA program. The lack of new innovations or updates, due to the ongoing development of new programs, has affected the readiness of new educators to understand the SRA program more thoroughly. This has led to a lack of innovation in SRA-related activities and limited integration of character education in students.

In the process evaluation, several findings indicated how the SRA program is implemented. Interviews revealed that SDN Dewi Sartika CBM facilitates safe school buildings, reducing disaster risks during learning. The SRA program strategy includes creating an open and comfortable learning environment for both educators and students, providing IHT to improve educators' knowledge on various issues, and conducting activities that promote active, creative, and respectful attitudes among students. The program ensures that students receive their rights to a quality education, with human and infrastructure management being crucial for achieving SRA goals.

Various activities under the SRA program, such as Dhuha prayers, welcoming students, anti-bullying socialization, character education in classrooms, and memorization harvests, have been implemented. SDN Dewi Sartika CBM also works to prevent dropout rates by establishing communication between parents and educators to resolve issues and ensure students stay in school. The school also enforces a smoke-free policy for students, educators, and staff, ensuring no smoking on school grounds.

The integration of self-health education and student health history reporting is also part of the SRA program. Although SDN Dewi Sartika CBM is an inclusive school, it has not enrolled students with special needs this year. Despite this, the school is considered a model for inclusive education in Sukabumi City.

In the product evaluation, documentation and survey results indicate that the SRA program has had a positive impact on student achievements. In 2022, students at SDN Dewi Sartika CBM received 104 awards across various competitions, while in 2023, the number increased to 178. The achievements included fields such as science, sports, modern dance, language festivals, FLS2N, storytelling, scouting, religious education, and more. Some students even reached the provincial and national levels.

To evaluate the program's product, a survey was distributed to 10% of the total student population, with 80 parents and 80 students completing the questionnaire. The survey results indicated that the character education implemented through the SRA program had a very positive impact on students. Based on these findings, the SRA program at SDN Dewi Sartika CBM has demonstrated significant improvements in character education and is considered highly successful. It should be maintained and further developed to continue enhancing student outcomes.

CONCLUSION

Based on the problem formulation and evaluation findings, the conclusion of the evaluation of the implementation of the child-friendly school program (SRA) at SDN Dewi Sartika CBM is as follows:

1. Evaluation Results on Context Aspect: The purpose of implementing the child-friendly school program is to fulfill the educational rights of students, ensuring they have the right to learn in a safe and comfortable environment. It also creates an environment with educators who are qualified and understand children's rights, leading to child-friendly teaching methods and a clean, healthy school environment. SDN Dewi Sartika CBM also prepared everything related to the SRA program, starting from the development of educator potential, the development of the school's vision and mission, socializing with students and parents, as well as the formulation and planning of SRA program activities.
2. Evaluation Results on Input Aspect: Regarding the development of the SRA program, the school management was specifically led by the principal, who appointed a teacher as a facilitator coordinator with a two-year term to be responsible for the SRA program. The coordinator and team were responsible for managing the facilities and activities related to the program. Several socialization activities were also conducted, including efforts to prevent bullying, violence in school, and the embodiment of good character education and habits like the 5S (Smile, Greeting, Welcome, Politeness, and Courtesy), both inside and outside the school. The curriculum used initially in 2018 was the 2013 curriculum, but it was replaced by the Merdeka Curriculum in 2021, which better supports the SRA program. SDN Dewi Sartika CBM provided special training for educators on the SRA program, both offline and online, through IHT sessions. The school also has counseling staff to assist communication between educators and students. The school infrastructure is in good condition, ensuring the safety of students. Based on the process evaluation, there were several findings regarding the implementation of the SRA program. Interviews revealed that SDN Dewi Sartika CBM provides safe school buildings, reducing disaster risks during the learning process.
3. Evaluation Results on Input Aspect (continued): SDN Dewi Sartika CBM's strategy was designed to create an open and comfortable learning environment for both educators and students. The school also conducted IHT sessions to help educators improve their knowledge on various issues. Good habits were formed in students to encourage active, creative, and respectful attitudes toward each other. The SRA program at SDN Dewi Sartika CBM ensures that students receive their rights to quality education. The management of human resources and facilities is crucial to achieving the goals of the SRA program. The program included various activities, such as Dhuha prayers, welcoming students, anti-bullying socialization, character education in the classroom, and memorization harvests.
4. Evaluation Results on Process Aspect: The evaluation of the SRA program's implementation at SDN Dewi Sartika CBM was conducted to determine the extent to which the program achieved its goals, based on academic and non-academic assessments. SDN Dewi Sartika CBM showed improvement in student learning, with the average score increasing from the first semester to the second semester. As for the number of awards, the documentation collected showed that students' achievements had a positive impact. In 2022, students received 104 awards in various competitions, and this number increased to 178 in 2023. The competitions in which students participated in 2023 were more successful, with some students reaching provincial and national levels. Based on the survey results from 10% of parents and students, the SRA program had a very positive impact on character education.
5. Evaluation Results on Challenges and Obstacles: Several challenges and obstacles were encountered during the implementation of the SRA program. The program was temporarily halted in 2020-2021 due to the COVID-19 pandemic, leading to the suspension of educational activities. Educators and educational staff had not yet received the latest materials related to the SRA program, meaning that new educators were not fully knowledgeable about it. Another challenge was the lack of student

engagement in SRA-related activities, as some students were not interested in participating. Additionally, students did not fully implement the SRA program at home.

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