
Implementation of Child-Friendly School in Inclusive Elementary Schools at Muhammadiyah 2 Taman Elementary School

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Annotation: Implementing Child-Friendly Schools aims to guarantee children's rights and protect children from various acts of violence. Six indicators to assess child-friendly schools include; 1) child-friendly school policy, 2) child-friendly learning, 3) educators personnel trained on children's rights, 4) child-friendly facilities and infrastructure, 5) child participation, and 6) participation of stakeholders.. The final results expected from the implementation of the SRA policy are the realization of schools that are safe and fun for students because they are free from violence that occurs between students and violence committed by educators and education staff, the formation of the behaviour of educators and education staff with a child's perspective, and the application of discipline which can help children to think and act correctly. Implementation of a child-friendly school at Muhammadiyah 2 Taman Elementary School is not building a new school but creating a comfortable school environment for students, as well as children's rights to get an education..

Keywords: Child-Friendly School, Inclusive Education, Elementary School.

I. INTRODUCTION

Implementation of education has become an inseparable part of social life. Education is a basic human right that must be obtained by every Indonesian citizen [1][2] as the basis for socio-economic development. The 1945 Constitution Article guarantees this 28C "Everyone has the right to develop himself through meeting basic needs, has the right to education and to benefit from science and technology, art and culture, to improve his quality of life and for the welfare of humanity"[3][4], The concept of Education for All is that this international policy is about granting the right to education to all citizens without gender barriers.[5]

Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state [6][7] as stipulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.[8]

In line with this understanding, the Indonesian national education figure, Ki Hadjar Dewantara, has explained that education is all efforts to advance the growth of a child's character, mind and body. This is what distinguishes humans from other creatures. These parts must not be separated so that we can advance the perfection of life.[9]. Education is a process expected to "humanize humans", a phrase or idiom often called for in various studies or seminars with the theme of education.[10]

Indonesian government has made efforts to fulfill the human right to education in schools for its citizens, especially children. The right to education is the right to get an education following one's interests and talents regardless of social status, economic status, ethnicity, religion and gender. One of the manifestations of the strategy is to create a Child-Friendly School whose policy is formally

regulated legally in the Regulation of the Minister of Women's Empowerment and Child Protection (PPPA) Number 8 of 2014 concerning Child-Friendly Schools Policy.

In Article 1, paragraph 3 of the PPPA Regulation, it is explained that what is meant by a Child-Friendly School (from now on referred to as SRA) is an academic unit whose one of its goal is to guarantee fulfil and respect children's rights and protect children from various acts of violence, discrimination, and another mistreatment.[11][12] The next goal is for the education unit to ensure that it develops the interests, talents and abilities of children, as well as to prepare children to be more responsible for a tolerant life, have mutual respect and work together for progress and a spirit of peace.[13] Thus, Child-Friendly Schools is a government policy with great urgency to protect children from preventing them from becoming victims or perpetrators of violence. This will make children into human beings with quality and character.[14]

In the PPPA Ministerial Regulation Number 8 of 2014, it is also explained that to realize the child-friendly school, six (6) indicators can be developed to assess its achievement.[15] These indicators are fulfilled gradually according to the conditions and situations in each school so that the implementation of child-friendly school is different in every school because it depends on each school's ability. These indicators are 1) child-friendly schools policy; 2) Implementation of child-friendly curriculum (learning); 3) Educators and education personnel are trained in children's rights; 4) Child-friendly facilities and infrastructure; 5) Child participation; and 6) Participation from stakeholders, including parents, community institutions, the business world, alums, and others. Ideally, these six indicators must be met to realize the child-friendly school. The final result expected from the implementation of the child-friendly school policy is the realization of a safe and fun school for students because it is free from violence that occurs between students and violence committed by educators and education staff, the formation of the behavior of educators and education staff with a child perspective, and the application of discipline. Which can help children to think and act correctly.[16]

Several studies have been done previously related to the implementation of CFS. These studies, among others, discuss the implementation of CFS to strengthen the value of the five characters of students at SD Anak Saleh Malang City[17], discuss the implementation of SRA to improve learning services at MTsN 6 Jombang [18], researched the management of CFS in two inclusive PAUD institutions in Madiun, namely PAUD Laboratory School Cendekia Kids School (CKS) and All Kids Learning House[19], and finally an international journal discussing the implementation of Children-Friendly School (CFS) according to the perceptions of teachers and students in three CFS pilot schools in Chesumei District Nandi District, Kenya[20].

This research is not the same as previous studies because this research is focused on the implementation of CFS in SD Muhammadiyah 2 Taman based on the indicators as stated in Permen PPPA Number 8 of 2014. Of the six hands, this study only focused on three components directly related to fulfilling the rights of children or students. The three sub-foci of the research are indicators: 1) Implementation of child-friendly curriculum (learning) at SD Muhammadiyah 2 Taman; 2) Implementation of child-friendly facilities and infrastructure at SD Muhammadiyah 2 Taman; and 3) Implementation of children's participation in SD Muhammadiyah 2 Taman.

This research on the implementation of CFS in SD Muhammadiyah 2 Taman with a child or student rights approach is exciting and essential for several reasons. First, due to the high number of violations of children's rights in the educational environment. According to data released by the Ministry of Women's Empowerment and Child Protection (KPPPA) in 2019, the number of Indonesian children is 30.1% of Indonesia's total population or 79.5 million children.[21] Then according to the Strategic Issues launched by the Indonesian Child Protection Commission (KPAI) citing the Education and Culture Data and Statistics Center (PDSPK) of the Ministry of Education and Culture in 2017, only 10-11% of GDP received education services.

CFS is a public need because it is an obligation to protect and fulfil human rights in education. According to Law Number 20 of 2003 concerning the Education System.[21] The Strategic Issues proclaimed by the Indonesian Child Protection Commission (KPAI) quoted from the Center for Education and Culture Data and Statistics (PDSPK) of the Ministry of Education and Culture in 2017, only 10-11% of GDPK received education services.

Second, SRA is a public need in general because it is an obligation to protect and fulfill human rights in the field of education. According to Law Number 20 of 2003 concerning the National Education System, education at the basic level is an obligation for every citizen aged 7-15 years.

Parents of children of compulsory school age are obliged to provide basic education for their children, including those with special needs. Theoretically, children with special needs have the opportunity to get education together with children of their age or peers in regular classes.



Picture 1. Strategic Issues KPAI, 2019

So, this study aims to describe the implementation of SRA that has been and is being carried out at SD Muhammadiyah 2 Taman as an inclusive educational institution from the aspect of implementing child-friendly curriculum or learning, child-friendly facilities and infrastructure, and child participation.

II. MATERIALS AND METHODS

The research approach used in this research is qualitative research. Qualitative research intends to understand the phenomena of what is experienced by research subjects holistically, such as motivation, behaviour, actions, perceptions, etc., using descriptions in the form of words and language in a particular context that is natural and using various scientific methods. Simply put, qualitative research can be understood as research that makes informants research subjects in their daily environment.[22] Observations will be carried out directly without giving treatment (treatment) on the understanding of the school apparatus, namely principals, teachers, employees, parents of students, students and school committees, regarding CFS at SD Muhammadiyah 2 Taman. Researchers also conducted research on their understanding of CFS.

This research data comes from primary data sources and secondary data sources. Data collection in this study was carried out using three methods: in-depth interviews, observation, and documentation. Determination of data sources using purposive sampling technique or considering the informants who will be used as data sources, not randomly selected. This means determining informants according to chosen criteria relevant to the research problem to provide the information needed.

In this study, the credibility of the data was tested by triangulation of data sources. Triangulation of data sources means comparing and checking the validity of information or re-checking the degree of confidence of the data obtained with comparison data or through different sources. Researchers will compare the data from observations with data from interviews and related documents. Data analysis in this study uses the theory of Miles and Huberman, which includes data reduction (data reduction), data presentation (data display), as well as drawing conclusions and verification (conclusion drawing and validation).[23]

SD Muhammadiyah 2 Taman is an elementary-level formal education institution located in the middle of Taman District, Sidoarjo Regency. Since its establishment, this educational institution

is not an inclusive school. However, since mid-2017, this educational institution has declared itself as an inclusive educational institution. Inclusive educational institutions are one of the programs launched by the government through the Child-Friendly Schools (SRA) policy to provide educational services for Students with Special Needs (PDBK), so they can study together and socialize with their peers in regular schools.[24]

As an inclusive educational institution, SD Muhammadiyah 2 Taman pays great attention to the quality and quality of education provided to users of educational services without discrimination. Every student has the same right to get an education regardless of social status, economic status, race, ethnicity, ethnicity, religion, gender, physical differences, and so on. It also provides equal opportunities for all students who have physical, emotional, mental and social limitations to obtain quality education according to their needs and abilities.[25] his follows what is mandated by Permendiknas Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents. Technically, that is by organizing an education system that integrates students with special needs (PDBK) with normal students to carry out joint learning.[26]

A. Implementation of a child-friendly at SD Muhammadiyah 2 Taman

Implementing an inclusive education system at Muhammadiyah 2 Taman Elementary School requires the arrangement of a classroom environment that supports an active, inclusive and friendly learning atmosphere. Based on Permen PPPA Number 8 of 2014 concerning SRA Policy in the child-friendly curriculum or learning component, there are several indicators that must be met to become an SRA, namely: 1) Availability of curriculum documents in child-based education units. Right; 2) Educational planning based on children's rights; 3) learning process; and 4) Assessment of learning outcomes refers to children's rights.[27]

Regulation regarding SRA, SD Muhammadiyah 2 Taman has made various efforts to create a child-friendly school in accordance with existing SRA indicators. Some of the school's actions that are manifested in the field of child-friendly learning are as follows:

Children's Rights-Based Curriculum Document: The curriculum is the essential part of the learning process in schools because it contains a lesson plan program as a guide for educators and students. This curriculum document is in the form of a syllabus and learning implementation plan (RPP). Ideally, every school has an applicable curriculum document. To realize a child's rights-based curriculum, SD Muhammadiyah 2 Taman has a policy of designing learning that prioritizes fulfilling children's rights. So that the curriculum at SD Muhammadiyah 2 Taman is currently undergoing a revitalization process and is always being developed towards an inclusive institution in stages and adapted to the institution's conditions. The main support in development is teacher competence.

The curriculum is designed by considering the time division to meet students' needs to rest, play, eat and drink, pray, and attend talent classes (a extracurricular) outside of class hours. An example is setting rest hours. Efforts are being made so that each class level can rest twice a day rather than simultaneously between groups. The first break can be used to play and enjoy the lunches or buy snacks in the school canteen. The second break can be used to enjoy lunch and preparations for the midday prayer in the congregation.

The development of syllabi and lesson plans is directed at using various learning methods to create fun learning for children so that it is not dull and does not make students feel pressured. RPP made must not contain elements of violence, pornography, and terrorism. Learning materials are not gender-biased and prevent discrimination against students who need special protection, such as students with special needs (PDBK). Educators are given the freedom to design classroom management as required. Teaching and learning activities (KBM) are carried out while still paying attention to the characteristics of the learning modalities of students. Creating a fun learning climate is realized through seating arrangements, reading corner rooms, and providing several educational aids games.:

Learning process: The teaching and learning process in schools is the teacher's greatest responsibility in its implementation. In carrying out learning, teachers must rely on policies that have been agreed in schools so as not to deviate from the vision and mission of SD Muhammadiyah 2 Taman. The vision of SD Muhammadiyah 2 Taman is "Islamic, Talented, Achievement".

The first vision, namely "Islamic". Islamic means that the implementation and application of learning is directed to Islamic values that are consistently manifested in the education and learning

process in order to realize a holistic understanding of Islam, as well as full awareness in implementing Islamic teachings in accordance with the Qur'an and as-Sunnah (Islamic Values). This refers to the SRA policy which emphasizes the aspect of good character education for children.[28]

Character education is an effort to instill the values of good moral character to students which includes understanding, awareness and willingness, as well as actions to carry out good values to God Almighty, to oneself, to fellow good who is older, the same age. as well as those who are younger, as well as the environment and nationality in order to become human beings with noble character.[29] From this understanding, students as subjects in SRA learning are expected to have good moral character. At SD Muhammadiyah 2 Taman, of course, what is expected is an Islamic moral character.

The second vision, namely "achievement". Achievement means an increase in achievement and quality of education and learning in the academic field (Good Quality Academic). This is expected to lead students to achieve maximum achievement by developing a culture of discipline, high work ethic, and enthusiasm for achievement. In the learning process, the teacher does not only transform the teaching material in the student handbook. Teachers can also develop their own teaching materials according to the level of development of students and their learning environment without discriminating against gender, ethnicity, socioeconomic status, and place of residence. This activity is accommodated by various community of subject teachers from the school level, cluster level, sub-district level, and even to the district level, such as KKG, MGMP, MKKS, and so on.

And the last vision, namely "Talented". This is based on the idea that every child is born with their own potential, talent, and greatness. SD Muhammadiyah 2 Taman becomes a multi-talented school that develops every talent and potential of students optimally to become a maximum achievement (Multi Talent Class). Regarding the development of interests and talents, SD Muhammadiyah 2 Taman is a school that develops the interests and talents of students, in accordance with the school tagline "Multi Talent School". This can be proven by the presence of 31 (thirty one) talent classes which were developed as a forum for students to channel their interests and talents. The selection of students' interests and talents can be traced from student achievement data in previous schools at the time of registration. It can also be through audition or selection. For students who have difficulty determining their interests and talents, as well as for PDBK, usually they get advice from the BK Teacher Team after consultations for regular students, or observations for PDBK.

Assessment of learning outcomes that refers to children's rights: The assessment carried out at SD Muhammadiyah 2 Taman is process-based and prioritizes authentic assessment. This process assessment was carried out because SD Muhammadiyah 2 Taman was accustomed to using Project Based Learning (PBL) in their learning. So that in every mid-semester and end of semester, the assessment is carried out by making several work products that are presented with the results. The assessment is the independence of students in the process. It is from this process that the assessment is carried out authentically. As for the assessment from the cognitive side of students, it can be done during daily learning through written and oral daily assessments.

Assessment of learning outcomes at SD Muhammadiyah 2 Taman was carried out by not comparing learning outcomes between students with one another. The assessment of the learning outcomes of each student is compared with the initial abilities of students before learning, so that a progress in the progress of the student's abilities is seen. With this technique, the behavior of students can be avoided to label themselves or other students as superior or inferior..

B. Implementation of child-friendly facilities at SD Muhammadiyah 2 Taman

The implementation of a child-friendly education system at Muhammadiyah 2 Taman Elementary School requires the arrangement of facilities and infrastructure that can support a comfortable, safe, clean, healthy, safe and friendly learning atmosphere for learning. Based on Permen PPPA Number 8 of 2014 concerning CFS Policy in the implementation of child-friendly facilities and infrastructure, there are several indicators that must be met in order to become an CFS, namely: 1) Having a classroom capacity appropriate to the number of students; 2) Have child-friendly learning equipment; 3) Have toilets; 4) Has a place to wash hands; 5) Design of child-friendly buildings; 6) Has a UKS room; 7) Has a counseling room; 8) Has a sports field; 9) Has a play area/room; 10) Having a library room; 11) Having a place of worship; 12) Having a healthy canteen; 13) Availability of landfills; 14) There are certain symbols or signs related to CFS; and 15) Availability of information media related to CFS.

To support comfortable learning at SD Muhammadiyah 2 Taman, students in each class are limited to a maximum of 28 students. Currently, SD Muhammadiyah 2 Taman has 21 study groups (rombel) from grade 1 to grade 6. Each group has no more than 28 students per class. Each class room has been provided with facilities in the form of international standard student tables and chairs that can be adjusted in height for the comfort of students when sitting. Except for the 1st grade group, whose table shape still adopts the form of a kindergarten table made of wood to provide comfort for 1st grade students who are still adapting themselves from moving kindergarten educational institutions to elementary schools. This table is made symmetrically with various flat shapes, there are rectangles, triangles, and quarter circles and painted in various colors.

To support the sanitation needs of students and other school residents, SD Muhammadiyah 2 Taman has provided clean and comfortable bathrooms and toilets on each floor of the building. The bathroom has a separate designation based on gender by being marked in the form of a symbol or sign complete with the words "Toilet". In the bathroom, clean water and soap have been provided which can be used when finished using the bathroom facilities. It has also provided a small trash can to avoid throwing anything into the drains or toilet. However, as an inclusive school, according to researchers, SD Muhammadiyah 2 Taman has not equipped its bathroom with a kind of hand rail. This is to accommodate the GDPK with visual impairments (blind). For PDBK with visual impairment, this will certainly make it difficult for them to be able to independently fulfill their need to go to the bathroom. This is circumvented with full assistance by the Special Advisory Teacher (GPK or shadow teacher) from the PDBK when using the toilet facilities.

SD Muhammadiyah 2 Taman go to CFSA has completed its facilities and infrastructure as a supporting factor for the implementation of teaching and learning activities and other school activities, especially in carrying out the SRA program. These facilities include the UKS room, library room, counseling room (BK room), healthy canteen, hand washing areas at several points in the school. Each of these rooms has been equipped with written instructions. As for facilities for places of worship and sports, although SD Muhammadiyah 2 Taman does not yet have a special place for these activities, this can be circumvented. For places of worship to carry out the Dzuhur prayer in congregation, it can be carried out in a multipurpose room, which is a kind of hall or hall that is spacious and clean. As for sports activities, this is circumvented by using the school yard. As a consequence, the school yard must be sterile from various types of vehicles by renting a parking space outside the school, so that the space for students to move is wider in order to get around the school yard that is not so wide.

The availability of adequate and quality facilities and infrastructure greatly supports the implementation of CFS at Muhammadiyah 2 Taman. The school management team consisting of the principal, vice principal for facilities and infrastructure, the head of affairs (kaur) for facilities and infrastructure, and the school treasurer have made every effort to prepare plans for the provision and maintenance of facilities and infrastructure with various kinds of financial and investment allocations. sufficient budget. The hope is that facilities and infrastructure are well maintained, students can learn comfortably and avoid the risk of accidents in the school environment.

C. Implementation of children's participation at SD Muhammadiyah 2 Taman

PPPA Ministerial Regulation Number 8 of 2014 concerning SRA Policy in the implementation of children's participation there are several indicators that must be met to become SRA, namely: 1) Involving students in the process of preparing School Work Plans and Budgets (RKAS); 2) Involve students in formulating school policies and rules; 3) Include student representatives as members of the SRA Implementation Team; 4) Empowering students as cadres of health, preparedness, safety, comfort, security, feasibility of education units; 5) Educators, education staff, and the School Committee listen and consider student suggestions to map the fulfillment of children's rights and protection, and recommendations for RKAS to realize SRA; and 6) Active students provide an assessment of the implementation and accountability of RKAS.

SD Muhammadiyah 2 Taman does not involve students in the process of preparing the RKAS due to the consideration that elementary school age students cannot think abstractly. However, in the preparation of the RKAS, all the needs of students are taken into consideration in preparing the RKAS. As for the preparation of school rules, students, in this case are class administrators, are guided by their homeroom teachers in agreeing on the rules that will be carried out together in the class.

In accordance with the indicators that must be met to become an SRA, SD Muhammadiyah 2 Taman involves student representatives in enforcing student discipline. Representatives of these students are selected based on their skills by their respective homeroom teachers and only involve students from grades 3 to 6. The selected students are given direction and inducted into the Fastabiqul Khairat Team and serve for one semester. Their job is to enforce discipline, set an example in doing good, arrange prayer rows, lead prayers before studying, and several other tasks. This is for the convenience of the students themselves in order to create a conducive atmosphere while they are at school.

III. CONCLUSION

SD Muhammadiyah 2 Taman has indeed declared itself as an inclusive educational institution and CFS. However, it needs to be further improved by legalizing and administering this commitment. This is very important to avoid disputes and things that get out of hand in the future. A written commitment is needed to become a legal basis if problems or obstacles occur in the operational process.

The implementation of CFS in SD Muhammadiyah 2 Taman generally complies with the indicators studied but still requires a lot of improvement. The implementation of CFS at SD Muhammadiyah 2 Taman has a characteristic that adapts to school conditions and is still in the stage of adjustments. There are several obstacles in the effort to realize SRA at Muhammadiyah 2 Taman Elementary School, especially in terms of school facilities and infrastructure. This is due to the fact that schools were not inclusive educational institutions and were not CFS at the time they were founded. CFS, which is the ideal of SD Muhammadiyah 2 Taman, can be realized if it is managed properly and arranged in such a way as to use an appropriate management approach. The school already has a very solid management team. The vision and mission of the school have been well socialized. It's just a matter of utilizing existing resources to realize the ideals of SD Muhammadiyah 2 Taman as CFS.

The conclusion that can be drawn from this research is that the concept of CFS is not in the sense of building a new school, but in creating conditions for how an educational institution can become a comfortable school for students, and children's rights to education and protection, especially in schools, can be realized.

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