

 <https://doi.org/10.47353/lawpass.v3i2.34>

Implementation of Child Friendly School Policy at Muhammad Al-Unaizy Elementary School Sukabumi

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Abstract

This study analyzes the implementation of the Child-Friendly School (CFS) Policy at Muhammad Al-Unaizy Elementary School, Sukabumi, as an effort to protect children's rights in education. The method used is a qualitative approach with a case study, including in-depth interviews, direct observation, and document analysis. The subjects of the study included the principal, vice principal, teachers, and students. The results of the study indicate that Muhammad Al-Unaizy Elementary School has implemented various programs to create a child-friendly school, such as improving facilities, positive discipline without violence, psychosocial support from BK teachers, and increasing student participation. The implementation of the program is supported by good coordination, training, monitoring, and support from related parties. However, there are challenges, especially limited human resources and funds, which affect the optimization of the program. Nevertheless, the school continues to strive to improve the quality of policy implementation according to existing conditions and resources. These findings indicate that the implementation of the Child-Friendly School Policy at Muhammad Al-Unaizy Elementary School has a positive impact on creating a learning environment that supports children's rights.

Keywords: Policy Implementation; Child-Friendly Schools; Case Study

Introduction

Discrimination against children has begun to emerge in social life. The increasing cases of immorality, violence and bullying against children are important reasons why it is important to protect children's rights (UNICEF, 2019). Violence often occurs when children are at home, at school or in the environment (Indonesian Child Protection Institute, 2020). Ironically, children are often considered smaller replicas of adults (Santrock, 2018). People around children often forget a child's need for a safe and comfortable environment, both physically and psychologically, as well as expressions of affection and self-respect towards the child. Children often receive physical and verbal abuse. This behavior is known as violence against children (Papalia & Martorell, 2021).

According to Law Number 35 of 2014, violence is any act against a child that results in physical, psychological, sexual, and/or neglect, misery or suffering, including threats to commit acts, coercion, or unlawful deprivation of liberty. A person under the age of 16 who is sexually abused by a parent or guardian, which can cause physical, psychological, or developmental harm, is called child abuse. The Pustaka Familia Team noted that physical neglect, emotional and



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Received: Apr 2, 2026 | Revised: Apr 29, 2026 | Accepted: May 25, 2026 | Publication: June 30, 2026

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psychological neglect, psychological violence, and sexual violence are some forms of violence against children. Based on KPAI reporting data, KPAI handled 1,885 cases of child violence in schools in the first semester of 2018, including drugs, theft and immorality. In addition, KPAI monitoring reports show that sexual violence occurred in nine elementary schools from January to June 2019, with 49 victims. The sexual violence that occurred at this school was carried out by teachers, staff and the school principal. Furthermore, in 2017, the Ministry of Social Affairs reported that 84% of Indonesian children had experienced bullying and the perpetrators were their peers.

Protection of children's rights is necessary due to increasing immorality and violence against children. The government has enacted special laws regarding child protection. Article 1 of Law Number 35 of 2014 defines child protection as all efforts to guarantee and protect children and their rights to live in accordance with human dignity. They have the opportunity to grow and develop optimally and are protected from discrimination and violence, but the presence of children can cause violence, including in the school environment. Sukabumi Regent Regulation Number 17 of 2021 concerning Child-Friendly Schools is a translation of Law Number 23 of 2002 concerning Child Protection and PPPA Ministerial Regulation Number 8 of 2014 concerning Child-Friendly School Policies to deal with this problem. This regulation was created to help all schools in Sukabumi Regency stop discrimination, violence and other violations of children's rights.

In this regulation, there are 6 (six) criteria that must be met by every school to make its environment a child-friendly school. These indicators include school policies, workforce, educational curriculum, school facilities and infrastructure, child participation, and third party participation in the development and establishment of Child Friendly Schools. Schools that have child-friendly school programs must set an example and inspire others in implementing these regulations (Bukman Lian et al., 2018:1-7). SRA-based schools are committed to providing education that fulfills, guarantees and protects children's rights by developing their interests, talents and abilities and preparing them for the future. These schools also reflect SRA in their activities and learning programs. SRA aims to improve the quality of education and improve the conditions of the school environment. SRA policies have proven to be beneficial for students. According to Bukman Lian et al., 2018:1-7. Schools with child-friendly programs offer children a natural space for creativity and creative instincts. When they solve problems, both inside and outside school, they become more creative. SRA learning allows children to follow their natural tendencies, namely playing, joking, moving and having fun. Undoubtedly, the characters are staged and placed in a friendly environment.

In this case, educational institutions that implement child-friendly school programs must show examples and gain inspiration. According to the Decree of the Head of the Sukabumi Regency Education Service number 978/Kep.963/Setdisdik, Muhammad Al-Unaizy Sukabumi Elementary School is one of the schools in the 2020 SRA development effort in Sukabumi Regency. This private elementary school is located on Jl. Cikiray KM. 3 RT/RW. 10/02 Gunungjaya Village, District. Cisaat, Sukabumi Regency. The school hopes to meet the SRA indicator assessment criteria, and all school members follow this policy. The school is also ready



to compete with 770 other child-friendly schools and educational institutions in Sukabumi Regency. Even though the assessment results are not ideal, the school still deserves to be considered the best SRA at the Sukabumi Regency level.

Based on the research background above, the main problem is "How is the implementation of Sukabumi Regent Regulation Number 17 of 2021 concerning Child-Friendly Schools in creating a conducive learning environment and improving student academic achievement?"

Based on the research background above, the problem formulation is structured in three question formats as a guide for researchers:

1. How does Muhammad Al-Unaizy Sukabumi Elementary School implement Sukabumi Regent Regulation Number 17 of 2021 concerning Child-Friendly Schools?
2. Are there any obstacles that hinder the implementation of Sukabumi Regent's Regulation Number 17 of 2021 concerning Child-Friendly Schools at Muhammad Al-Unaizy Sukabumi Elementary School?
3. How is the academic development of Muhammad Al-Unaizy Elementary School students influenced by the implementation of child-friendly school policies?

Literature Review

Public Policy

The government handles public problems by making decisions called public policies. "Public" can mean an organization, a country, a company, a political system or a government. However, the government is an individual or group of people who are elected by members of the political system and regulate the entire system, starting from the lower level (RT and RW) to international relations.

Public policy covers many fields and sectors, including politics, economics, social, culture, and law. Public policies can be regulated nationally, regionally, or locally based on hierarchy, such as laws, government regulations, presidential regulations, ministerial regulations, governors, regents/mayors, village regulations, etc.

Public policy, according to Chandler and Plano (1988:107), is the strategic use of resources to solve government or public problems. This requires continuous government intervention to help disadvantaged groups live and participate in progress. David Easton, as modified by Miftah Thoha (2003:62), defines public policy as the government's decision to do or not do something that affects society.

According to Carl J. Friedrich, 1969 in Leo Agustino (2006:7), public policy is defined as a collection of actions or actions carried out by individuals, groups or governments in a certain environment with the aim of achieving goals and overcoming obstacles or difficulties. Based on this definition, public policy is the implementation of actions, not just statements by the government and public officials.

To facilitate public policy research, several policy experts who are interested in public policy divide the public policy formulation process into several stages. This is done because of



the complexity of the process which involves many variables and procedures that need to be researched. This phase may differ according to some experts.

Policy Implementation

The implementation process is defined by Van Meter and Van Horn (1975) as "those actions by public or private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy "those actions by public or private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy decisions" (actions carried out either by individuals/officials or government or private groups that are directed at achieving the goals outlined in policy decisions).

According to George C. Edwards III (in Subarsono, 2005: 90) four factors influence the implementation of guidelines:

1) Communication.

To implement a policy successfully, implementers must know what to do. To reduce distortions in implementation, it is important to inform target groups about political goals and objectives. If the goals and objectives of a policy are unclear or unknown to the target audience, then the target audience will oppose it.

2) Resource

Even though the content of the policy is clear and consistent, its implementation will not be effective unless the implementer has sufficient resources, which can be human resources, especially implementation skills and funding.

3) Disposition or attitude

Characteristics and traits of implementers such as commitment, integrity and democracy. The policy implementation process will not be effective if the implementers have a bad attitude because they will not be able to implement the policy in accordance with the wishes of the policy maker.

4) Bureaucratic System.

The existence of standard operating procedures (SOP), which functions as a concrete guide for implementation, is an important structural component in an organization. An organizational structure that is too long tends to result in weak supervision and a large bureaucratic burden. There will be rigidity in organizational activities due to complicated bureaucratic procedures.

Daniel A. Mazmanian and Paul A. Sabatier (1979), quoted by Abdul Wahab (1997), explain implementation as follows: "Understanding what actually happens after a program is declared effective or formulated is the focus of attention of policy implementation, namely the events and activities that arise after the adoption of state policy guidelines, which include both efforts to administer them. Referring to the description above, policy makers have determined resources to achieve goals. These resources include mutually supporting human resources, budget capacity, and organizational capacity, both government and private.

It is not surprising that policy implementation is an important part of the overall policy process. This is because, according to Grindle (in Abdul Wahab, 1997), policy implementation is



not only related to the process of turning policy decisions into routine procedures through a bureaucratic system, but also goes beyond the question of who gets what.

Child Friendly School Concept

The Child Friendly School Program (SRA) enables the education sector to develop children's talents, interests and potential to prepare them for responsible lives by recognizing, guaranteeing and protecting children's rights. treat each other with more respect and tolerance and work together to build the country peacefully.

Three words, "school", "friendly", and "child", are used in the SRA text, which are originally different words, but may have the same meaning overall. The word "school" comes from the Latin words skhole, scola, and scolae which mean "free time". At that time, school events were a means of recreation for children while they played. On the other hand, in English, school is called school, and in Indonesian education, it is called school or madrasah. It is a type of educational institution that has a gradual focus and a regular program of implementing learning activities.

According to Remiswar and Junaidi (2018), SRA is a process through which a child can feel involved, happy, confident and comfortable when attending class. This means that learning at school is not a burden or danger for children.

SRA is viewed from the learning process, an open school idea that aims to create learning that takes into account students' psychological development. The learning process considers students' psychological development in accordance with the child's natural and psychological state.

Agus Yulianto (2016) stated that SRA is education that focuses on a friendly, safe, comfortable and loving learning environment, which according to this definition has a significant impact on the development and formation of children's personalities without discrimination. In addition, Puspitasari stated that SRA recognizes and respects children's rights to education, health services, opportunities to play and welfare. SRA also protects children from violence and abuse, and provides students with the opportunity to express their opinions freely and participate in decision-making to the best of their ability.

Legal Basis for Child Friendly Schools

International and domestic legal provisions are the basis of the SRA. The international laws underlying the SRA include the 1948 General Declaration of Human Rights, the 1989 UN Convention on the Rights of the Child, the 2000 Dakar Declaration of Education for All, the 2002 Declaration of the World's Fit for Children, and the 2002 Declaration of the World's Fit for Children. Children in 2002. The 16 national laws that underlie SRA are listed in the Attachment to PPPA Ministerial Regulation Number 8 of 2014 concerning SRA Policy.

Children's rights in the field of education are protected by the SRA. Article 28C of the 1945 Constitution of the Republic of Indonesia states that "To fulfill their basic needs, they have the right to education and benefit from knowledge, technology, arts and culture to improve their



quality of life and contribute to the welfare of humanity." This shows Indonesia's strong commitment to protecting children's rights and protection, especially in the field of education.

Furthermore, Article 9 paragraph (1) of Law Number 23 of 2002 concerning Child Protection states: "Every child has the right to receive education and teaching in the context of their personal development and level of intelligence in accordance with their interests and talents." This is the constitutional implementation of this statement.

Based on this law, Sukabumi Regent Regulation Number 17 of 2021 concerning Child-Friendly Schools was issued. This regulation aims to explain further the indicators used in implementing child-friendly school policies in Sukabumi Regency.

Implementation of Sukabumi Regent Regulation Number 17 of 2021 concerning Child-Friendly Schools at Muhammad Al-Unaizy Sukabumi Elementary School

Implementation of Child Friendly School Indicators in accordance with Sukabumi Regent Regulation Number 17 of 2021 concerning Child Friendly Schools at Muhammad Al-Unaizy Sukabumi Elementary School. The first indicator, namely the existence of a Child Friendly School policy, according to Mr. Hamdan Yuapi, Muhammad Al-Unaizy Elementary School has fulfilled it because the school has minimum service standards in the education unit. The school also has an anti-violence policy towards students which is outlined in appeals/recommendations, as well as more concretely in student promises and the rules for each class. Enforcement, apart from coaching and summoning parents/guardians of students, is also accompanied by sanctions. Muhammad Al-Unaizy Elementary School has various student activities both individually and in groups such as competitions, counseling, visits/recreation, P5 activities, etc.

Second indicator According to Mr. Hamdan Yuapi, the presence of an educator component and trained educational staff in Child-Friendly Schools has also been fulfilled, in addition to the availability of guidance and counseling teachers, teachers, especially homeroom teachers, also regularly receive guidance and training so that the service functions continue to run well. Extra-curricular tutors are also provided by teachers/trainers who are professionals in their fields.

Third indicator, namely the existence of a Child-Friendly School curriculum component. Mr. Hamdan Yuapi said that a curriculum document based on children's rights had been created and implemented at Muhammad Al-Unaizy Elementary School. The curriculum content is a combination of the national education curriculum and the typical religious school curriculum. Education is also planned based on children's rights.

Fourth indicator, namely the existence of child-friendly school facilities and infrastructure components. An explanation regarding this component has been provided and can be seen in the table provided in the previous section. Based on Perbup number 17/2021, there is space available but it is not optimal, namely a healthy canteen. Overall, according to Mr. Hamdan Yuapi, Muhammad Al-Unaizy Elementary School has fulfilled the substantial facilities of a child-friendly school.



Fifth indicator, namely the existence of a participation component in Child-Friendly Schools which involves students in various things, according to Mr. Hamdan Yuapi, Muhammad Al-Unaizy Elementary School excludes in several ways. Of course, this component of involving students in the process of preparing work plans and school budgets is not possible because they are still children and do not yet understand work plans and budget issues. But for other components, empowering students as health cadres, preparedness, comfort, security, by forming a UKS Implementation Team, Little Doctors, declaring Child Friendly Schools, etc.

Sixth indicator, namely the participation component of parents, community institutions, the business world and alumni in the formation of Child Friendly Schools. Mr. Hamdan Yuapi explained that he had tried as hard as possible to have active participation from parents in the School Committee to be involved, synergize and ensure the growth and development of Muhammad Al-Unaizy Elementary School students.

Framework of thinking

Sugiyono (2019:95) said that a thinking framework is a conceptual model of how theory relates to various factors that have been identified as important problems. Sugiyono (2019:95) also said that a good thinking framework will explain theoretically the relationship between the variables to be studied.

In qualitative research, a framework is the conceptual basis used to design, direct, and analyze research that focuses on gaining a better understanding of the object under study. This framework is very important for qualitative research because it helps researchers create a theoretical foundation, develop research questions, and create guidelines for data collection and analysis.

In qualitative research, several important elements of the thinking framework are as follows:

- 1) **Conceptual Model:** A framework is a model that explains the relationship between concepts or variables that are relevant to the phenomenon being studied. This helps in determining the main components of the research.
- 2) **Flexible:** Qualitative research approaches are usually not rigid. It can change along with the development of data and research results. Researchers often need to be able to change their frame of mind to adapt it to what they have seen or heard from recent interviews.
- 3) **Various forms:** Diagrams are not always the ideal form for a framework of thinking. This can be a story or description that explains the background, aims, questions, and methods of the research. The most important thing is that the thinking framework must be systematic and clear.
- 4) **Focus and relevance:** A thinking framework helps researchers focus their attention on important and relevant elements of the phenomenon under study. This helps prevent research from straying from its goals.
- 5) **Avoiding Bias and Error:** Researchers can avoid bias or misinterpretation of data by using a clear framework. The thinking framework helps in organizing data and ensuring that the resulting analysis is in accordance with the conceptual framework that has been created.



Overall, frameworks are very useful for qualitative research because they help researchers plan and direct their research. Additionally, it serves as a guide to produce accurate findings and conclusions that are based on an in-depth understanding of the phenomenon under study.

ToThe framework of thinking prepared by researchers is based on existing problems at SD Muhammad Al-Unaizy Sukabumi related to indicators for the implementation of child-friendly school policies, namely how to implement the policy of Sukabumi Regency Regulation No. 17 of 2021 concerning Child Friendly Schools; inhibiting factors; and its impact on student learning development.

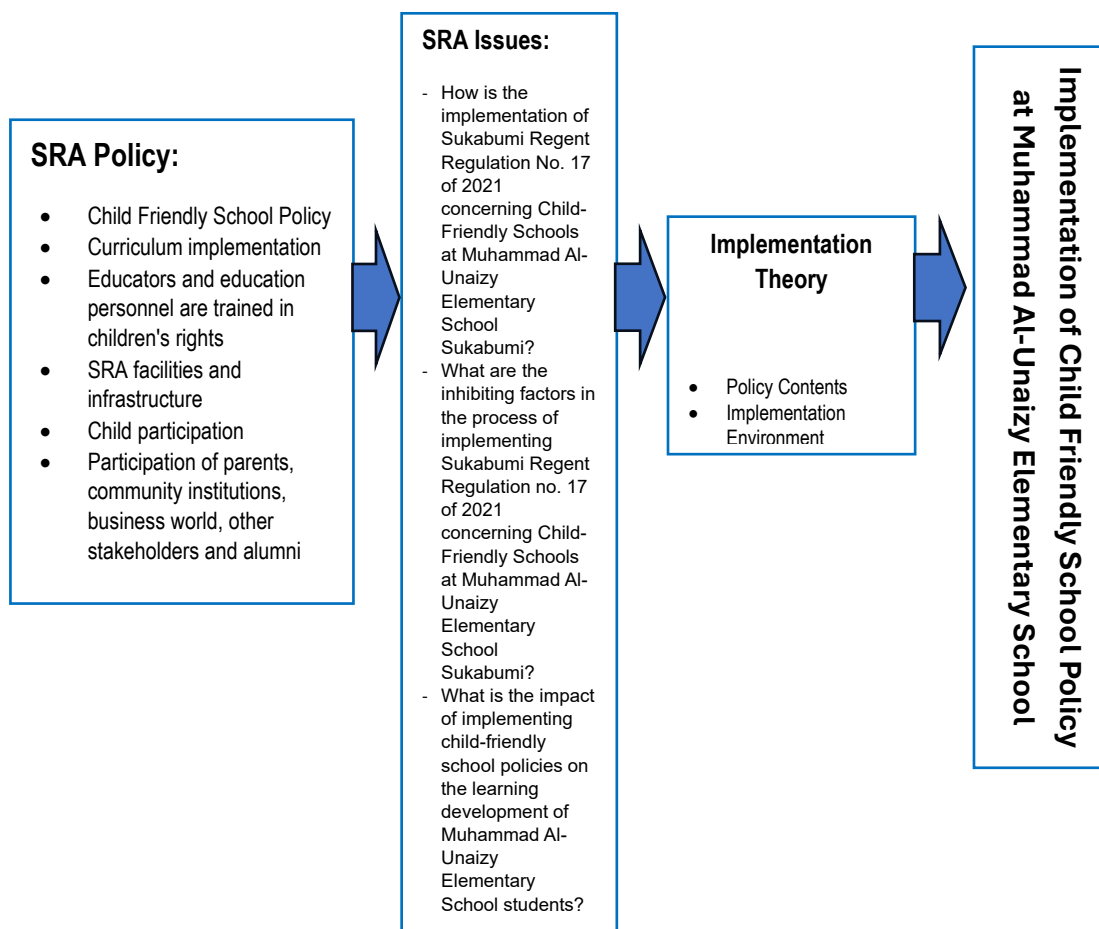


Figure 1. Thinking Framework

Method

Object of research

Sugiyono (2019:301) explains that the research object in qualitative research that is observed according to Spradley is called a social situation, which consists of three components, namely place, actor (doer) and activities (activity).

1. *Place* namely the place where interactions in social situations are taking place.



2. *Actor* namely actors or people who are playing a certain role.
3. *Activity* namely activities carried out by actors in ongoing social situations.

This research was conducted on the social situation in the field of education, so the place is the physical environment of the school, the actors are the principal, teachers, students and people in the environment with all their characteristics, the activity is the teaching and learning process, social interaction of all school residents. , implementation of child-friendly programs, school communication with the surrounding environment.

Research methods

There are two types of research methods: quantitative and qualitative. Descriptive qualitative research methods were used to conduct research on the implementation of child-friendly school programs at SD Muhammad Al-Unaizy Sukabumi. The reason for using descriptive qualitative research is that this type of research can collect data holistically and naturally about child-friendly school programs. Researchers can see how the program is run through direct interaction and observation in the field. They can explain thoroughly and in detail the entire process of implementing child-friendly programs, from planning, implementation, to results. By considering the facts in the field, researchers can photograph the program chronologically. This research can explore the meanings and perspectives of people who participate in child-friendly programs at schools, including school principals, teachers, students, parents and employees. This will allow researchers to understand their unique experiences and perspectives.

Data collection technique

Research data on the implementation of child-friendly school policies at SD Muhammad Al-Unaizy Sukabumi can be categorized into primary data and secondary data. The main data examined in this research are SRA policy implementation efforts, six components of SRA indicators (SRA policy, curriculum implementation, educators and educational staff trained on children's rights, infrastructure, child participation, involvement of parents, community, business institutions , stakeholders, and alumni), social interactions between school members, strategies for implementing SRA policies, school culture that reflects SRA, and the impact of implementing SRA policies.

Secondary data that can be used as supporting information is in the form of data related to environmental conditions around SD Muhammad Al-Unaizy Sukabumi, available facilities and infrastructure, policies that have been established and forms of cooperation between parties involved in implementing SRA policies.

Data collection or extraction was carried out on several respondents or informants, namely the Principal, Curriculum WKS, Student Affairs/Students WKS, teacher representatives, student representatives, parent representatives of Muhammad Al-Unaizy Elementary School Sukabumi, and photo archive information documents belonging to Muhammad Al-Unaizy Elementary School Sukabumi.



Efforts to collect clear and specific data in this research were carried out using observation, interviews and documentation techniques.

1) Observation

Researchers used this data collection method to obtain information about the six available SRA indicator components; social interaction between students at school; methods used to implement SRA policies; and a school culture that reflects SRA at Muhammad Al-Unaizy Elementary School. Researchers used non-participant observation in this activity. In other words, researchers are not directly involved in activities at SD Muhammad Al-Unaizy Sukabumi.

Researchers choose the type of systematic observation based on the instruments used to carry it out. In other words, this observation is designed systematically and in accordance with all aspects relevant to the problem and research objectives. As an attachment to PPPA Ministerial Regulation No. 8 of 2014 concerning SRA Policy, the check list, which includes a list of SRA verification indicators, is the basis for observations made by researchers.

Table 1. Observation Instrument

Research Variables	Observation Indicators
Child Friendly School	a. SRA Policy b. Curriculum implementation c. Educators and education personnel d. trained in children's rights Facilities and infrastructure Children's participation e. Parental participation f. Interaction between school residents g. Culture of all school residents that h. reflects SRA

2) Interview

Researchers used a structured interview method with open questions to obtain clear, in-depth and specific information about efforts to implement SRA policies; six available SRA indicator components; social interaction between students at school; methods used to implement SRA policies; and a school culture that reflects the SRA program.

The researcher created an interview instrument grid and used an interview guide to obtain the required information. Researchers conducted interviews with school principals, coordinators of the SRA policy implementation team, teacher representatives, student representatives, and student parent representatives at SD Muhammad Al-Unaizy Sukabumi to obtain information.



Table 2. Interview Instrument

Research Variables	Interview binder
Child friendly school	<ul style="list-style-type: none"> a. Implementation of SRA Policy b. Strategies for Implementing SRA Policies in Curriculum Implementation c. Educators and Educational Staff d. Training in Children's Rights e. Suggestions and Infrastructure f. Partnership for Child Protection g. Partnership with Parents of Students h. Partnership with Social Institutions, the World, i. Businesses, Stakeholders, and Alumni j. Impact of SRA Policy Implementation

History of SD Muhammad Al-Unaizy

Muhammad Al-Unaizy Elementary School is one of the basic education institutions under the auspices of the Lajnah Khairiyah Musytarakah Jakarta Foundation. Founded in 2015, in its teaching and learning activities, it instills the creed of Ahlussunnah wal Jama'ah, based on the Al-Quran and As-Sunnah and ittiba' (following) in the footsteps of Salafusshaleh's understanding of correct faith, good deeds and daily morals. The education program at SD Muhammad Al-Unaizy is 6 academic years or the equivalent of 12 semesters from grade 1 to grade 6. Regular KBM program for general learning with a THEMATIC approach adapted to the independent curriculum. Diniyyah learning which prioritizes the Al-Quran, Aqidah and Morals is developed through formal learning which includes: PAI (Modules that have been adapted to the Al-Quran and As-Sunnah), Arabic, English, Hadith and Islamic Adab.

Implementation of School Policyah Child Friendly at SD Muhammad Al-Unaizy Sukabumi

The SRA policy is implemented at SD Muhammad Al-Unaizy Sukabumi to create a healthy, safe, comfortable, calm, clean and beautiful school environment based on the living environment. It must also guarantee, fulfill, and respect children's rights and protect them from violence, discrimination, and other abuse. With the help of SRA, SD Muhammad Al-Unaizy Sukabumi hopes to maximize the talents, schooling and potential of its students through school policies and activities. Mr. Hamdan, Principal of SD Muhammad Al-Unaizy Sukabumi, stated this: "Implementing the SRA policy here involves many policies, pre-existing activities, and several policies that we have established to create a child-friendly school."

Mr. Irwan, Chair of the SRA Implementation Team, stated, "In implementing the SRA policy at SD Muhammad Al-Unaizy Sukabumi, we combine school policies to make this school



friendly, safe and comfortable for children. "We combine school policies with various extracurricular activities and familiarization activities at school."

From these two statements, it is clear that the SRA policy at SD Muhammad Al-Unaizy Sukabumi was implemented by combining all previous school policies and activities. In more detail, the three elements that support the implementation of the SRA policy at SD Muhammad Al-Unaizy Sukabumi will be discussed below:

Towisdom at SD Muhammad Al-Unaizy Sukabumi

The main principle of all policies stipulated in the SRA must refer to the best interests of the child. This policy was established as an effort to protect children's rights and ensure their safety at school. All members of the school, especially educators, must pay attention to children's psychological development by creating a warm, familial, and affectionate atmosphere, while fostering a sense of tolerance among the school community. There should no longer be children who are victims of violence, whether physical or psychological, by educators or their peers, and there should be no discrimination in any aspect of providing services to children.

This is echoed by Mr. Hamdan, the Principal of SD Muhammad Al-Unaizy Sukabumi, who said:

"The policies established at SD Muhammad Al-Unaizy Sukabumi in realizing SRA are oriented towards the principles of child protection, such as the smoke-free area policy, the anti-drug policy, and the policy to prevent violence and discrimination against children."

This statement is in line with Mr. Irwan, the Coordinator of the SRA Policy Implementation Team, who said:

"The policies include anti-violence against children, smoke-free areas, and anti-drug regulations."

Both of these statements are supported by the school's SRA policy documentation, which has been reviewed by researchers. The document contains written policies regarding anti-violence, anti-discrimination, and smoke- and drug-free school areas. These policies position teachers as the first and main figures for children in their implementation and are reinforced by the declaration and pledge of a child-friendly school at SD Muhammad Al-Unaizy Sukabumi, involving the entire school community, including students, parents, educators, and education staff.

Based on interviews with the Principal, the Coordinator of the SRA Policy Implementation Team, and documentation review, it can be concluded that several policies have been established at SD Muhammad Al-Unaizy Sukabumi to realize SRA, including anti-violence against children, anti-discrimination, and smoke- and drug-free school policies.

Programs di Muhammad Al-Unaizy Elementary School Sukabumi

SRA was founded to create schools that are safe, comfortable, clean, beautiful, inclusive and non-discriminatory to form children who are strong and have noble character. To implement SRA, SD Muhammad Al-Unaizy Sukabumi continues to strive to develop various policies. This



includes healthy school policies, healthy canteens, literacy, smoke and drug free school policies, disaster safe schools, UKS, and anti-violence schools.

This is in accordance with the statement of SD Principal Muhammad Al-Unaizy Sukabumi, who stated that multi-policies help implement SRA policies:

We combined several existing policies to establish the SRA. This includes the Dhuha prayer and morning zikr policies, literacy policies, drug-free school policies, UKS, healthy canteens, healthy schools, and disaster-safe schools. Currently, our focus is on building literacy and language policies by creating a comfortable school environment, including libraries, language media, reading corners in each class, and turning every corner of the school into a place for students to read.

The Chair of the SRA Policy Implementation Team also confirmed the existence of the policy, saying:

Literacy and language policies, provision of fire extinguishers and gathering points for student safety, healthy canteen policies to safeguard children's rights to healthy food and nutrition, healthy schools, and UKS

Healthy school policies aim to create a healthy, clean, safe and comfortable environment for children. This is demonstrated by the school environment which is based on the use of the living environment. Students have learned to distinguish between organic and non-organic waste, are used to washing their hands with soap in a sink, and are used to seeing, picking up and disposing of waste in its place.

At SD Muhammad Al-Unaizy Sukabumi, the goal of a healthy, child-friendly canteen is to provide children with snacks that are varied, nutritious, balanced and safe. One of the school's efforts to improve the implementation of the SRA policy is by creating a healthy canteen policy.

The research results show that at SD Muhammad Al-Unaizy Sukabumi, there is a school catering policy that is handled professionally and the facilities and infrastructure are representative. To create a clean, healthy, safe and comfortable environment for students, there are neatly arranged tables and benches in the park and information about the dining menu is provided to parents and guardians.

The School Health Business Policy (UKS) also helps provide a healthy canteen. Teachers can monitor healthy canteen policies through UKS by monitoring the food sold, maintaining the cleanliness of the canteen, and providing training to employees or sellers. A teacher is also responsible for teaching students about the dangers of snacks anywhere.

Implementation SRA policy is also realized through the school literacy movement. This policy is a comprehensive effort to make schools a means of producing students who can always learn anywhere and become literate individuals. One of the efforts made by SD Muhammad Al-Unaizy Sukabumi to make this literacy policy a success is the involvement of the government, in this case SD Muhammad Al-Unaizy Sukabumi in collaboration with the District Library and Archives Service. Sukabumi in building libraries, providing books, mobile libraries. Apart from collaborating with the government, Muhammad Al-Unaizy Elementary School conditions students to love reading by providing literacy media, garden seating, having a reading corner in each class, and designing a library with an environmentally based concept.



The research results show that the environment at SD Muhammad Al-Unaizy Sukabumi consists of several policies that are implemented to support the implementation of SRA policies. Interviews with school principals and heads of the SRA policy implementation team showed that several policies included healthy school policies, healthy canteens, literacy, smoke and drug free school policies, disaster safe school policies, UKS, and anti-violence policies.

Activities at SD Muhammad Al-Unaizy Sukabumi

All humans are naturally unique and have many aspects of individual diversity. All students differ from each other in various ways, including intelligence, talents, personality, physical condition, social behavior, and more. Student A is usually more proficient in one area of activity than student B. He may demonstrate that he is better than others in a particular area. By considering the unique nature of SRA, it is necessary to design various activities that will help the growth and future of students.

By giving freedom and liberty to students to express their identity, creating dialogic education, and opening new avenues for developing students' talents and potential, SRA is expected to be able to explore students' potential, talents and schooling. As a result of an interview with SD Principal Muhammad Al-Unaizy, he stated:

“There are five self-development activities that we can do to realize SRA. This includes extracurricular activities, habituation, example, nationalism and patriotism, and development of potential and self-expression.”

Mr. Irwan, as Chair of the SRA Implementation Team, conveyed several activities that support the implementation of SRA policies at SD Muhammad Al-Unaizy Sukabumi, mentioned above:

“*Weekly Cleanis* an activity held on the first week of every month and aims to clean the school environment. This will make children feel comfortable studying because the school is always clean. Activities outside the classroom such as scouts, Tahsin, calligraphy, robotics, archery, taekwondo, science, and so on. Students greet the teacher by shaking hands at the gate before entering the school.”

Strategy for Implementing Child-Friendly School Policy at Muhammad Al-Unaizy Elementary School Sukabumi

Formation of the SRA Implementation Team

All parts of the school must work together to achieve the SRA policy objectives. Schools are systems consisting of many parts, and the failure of any one part to work well will impact policy outcomes. Therefore, forming an SRA implementation team is one strategy for implementing SRA policies. Mr. Hamdan, Principal of SD Muhammad Al-Unaizy Sukabumi, stated:

“To start implementing SRA, we started by forming a team by issuing a decree and job description for each division, which was focused on fulfilling the indicators of the 6 SRA components.”



In connection with this statement, an interview with the Head of the SRA Implementation Team shows that a special team has been formed to implement SRA policies at SD Muhammad Al-Unaizy Sukabumi, as stated in the following statement:

"...We created a special team to implement this SRA policy so that it can run optimally and according to targets..."

The results of the two interviews are supported by the results of observations and the results of observations and documentation carried out by researchers support the results of the two interviews. In the SRA documents of SD Muhammad Al-Unaizy Sukabumi, there are two Decree Letters (SK). The first decree was issued by the regional head and the second decree was issued by the school to appoint the entire school committee, teachers, education staff and student representatives as the SRA policy implementation team. Next, they are divided into certain divisions, each of which will work according to the tasks set out in the job description. Next, the Principal selects the names listed in the SK.

Fulfillment of SRA Component Indicators

The measure of success or failure in implementing SRA can be seen from the fulfillment or achievement of several SRA indicators, which include six important components. In this regard, the Principal of SD Muhammad Al-Unaizy Sukabumi focused the work of the SRA implementation team on fulfilling these six component indicators. He said: "...The next strategy is to implement the SRA policy by striving to meet the indicators and aligning the existing activities at SD Muhammad Al-Unaizy Sukabumi, the policies we have, and the SRA policies we have established..."

This was also confirmed by the Chair of the SRA Policy Implementation Team, who emphasized:

"...A special team has been formed to implement this policy with the target of fulfilling the SRA component indicators. The SRA implementation team consists of several divisions, each tasked with ensuring that the six SRA components are implemented and available at SD Muhammad Al-Unaizy Sukabumi, especially the fulfillment of the facilities and infrastructure components..."

Based on the interview results, the researcher reviewed the SRA documents belonging to SD Muhammad Al-Unaizy Sukabumi, including the Decree from the SRA Policy Implementation Team issued by the school. The decree explains that there are ten divisions, some of which are responsible for ensuring that the SRA component indicators are met at SD Muhammad Al-Unaizy Sukabumi.

Impact of Implementing the Child-Friendly School Policy at Muhammad Al-Unaizy Elementary School Sukabumi

The implementation of the SRA policy not only influences the improvement of teacher and student achievement, but it has also led Muhammad Al-Unaizy Elementary School in Sukabumi to excel in various competitions at the local, regional, and national levels.



The successful implementation of the SRA policy has also positively impacted the school's image in the community. As Mr. Irwan stated: "...The school is well known among the community due to its achievements, school policies, and the facilities it provides."

Mr. Hamzah expressed a similar sentiment: "...These achievements or school policies make our school's name more recognized and trusted by the community."

Additionally, Mr. Hamdan, the Principal, confirmed that the school's reputation has improved among the community and that it has become a recommended reference by the Sukabumi Regency Education Office and other agencies.

This statement is supported by data showing the increasing number of students each year:

- 423 students in the 2021-2022 academic year
- 467 students in the 2022-2023 academic year
- 519 students in the 2023-2024 academic year

This indicates that SD Muhammad Al-Unaizy Sukabumi has gained a good reputation, prompting the local community to entrust the school with educating their children.

From the statements above, it is clear that the impact of implementing the SRA policy includes an increase in school achievements and an improved reputation within the community.

Based on the research data presented, it can be concluded that the impact of implementing the SRA policy at SD Muhammad Al-Unaizy Sukabumi can be categorized into three main components: students, teachers, and the school itself. The impact on students includes changes in character, improvements in both academic and non-academic achievement, and a sense of physical and emotional comfort at school. For teachers, the SRA policy has led to enhanced skills, achievements, and positive communication and collaboration with parents. Furthermore, the impact on the school has been an increase in overall performance and a stronger reputation within the community.

Implementation of the Child-Friendly School Program at SD Muhammad Al-Unaizy Sukabumi

The definition of SRA, as formulated by Agus Yulianto, shows that SRA is education that prioritizes a friendly, safe, comfortable, and loving learning environment, which greatly influences the development and formation of children's character without any discrimination. In line with this, the school environment must create an atmosphere and climate that encourages students to explore their abilities and potential with feelings of calm and happiness, free from violence, intimidation, and discrimination.

In more detail, according to Sukabumi Regent Regulation Number 17 of 2021 concerning Child-Friendly Schools, there are six criteria that every school must meet to be considered a Child-Friendly School. These indicators include school policies, workforce, educational curriculum, school facilities and infrastructure, child participation, and third-party participation in the development and establishment of Child-Friendly Schools. SRA is a formal, non-formal, and informal education unit that is safe, clean, healthy, environmentally conscious, and culturally



supportive. It guarantees the fulfillment, respect, and protection of children's rights from violence, discrimination, and other abuses, while supporting children's participation in planning, policy-making, learning, supervision, and complaint mechanisms.

The policies at SD Muhammad Al-Unaizy Sukabumi are also oriented towards child protection principles, which include non-violence, non-discrimination, the best interests of the child, and respect for the child's views. The importance of anti-violence and anti-discrimination policies at SD Muhammad Al-Unaizy Sukabumi cannot be overstated, as these are essential factors in creating a school that ensures children's well-being. Both male and female students feel safe and secure at school when teachers can create a non-violent, harassment-free environment.

The implementation of the SRA program at SD Muhammad Al-Unaizy is realized by integrating multi-programs, including healthy school programs, *duha* prayers, morning remembrance, literacy programs, healthy canteen programs, smoke- and drug-free school programs, disaster-safe school programs, UKS, and anti-violence school programs.

The SRA program at SD Muhammad Al-Unaizy Sukabumi is also implemented through self-development activities such as extracurricular activities, habitual activities, role modeling, and potential development activities. This aligns with Aqib's views that ideally, SRA fosters good attitudes toward students. A teacher should be aware of the diversity of students' potentials, allowing students the freedom to choose activities that align with their interests. Schools should help explore students' potential, talents, and interests by giving them independence in expressing their identity through participation in both classroom and extracurricular activities.

Strategy for Implementing the Child-Friendly School Program at Muhammad Al-Unaizy Elementary School, Sukabumi

According to Azizah et al. (2020), implementing a program requires an appropriate and efficient strategy. Strategy refers to a general pattern of activities that must be carried out to achieve specific goals. In implementing the SRA program, an appropriate strategy is crucial for achieving its objectives effectively and efficiently.

Azizah et al. (2020) outline four elements of the SRA strategy:

1. School program planning aligned with students' growth and development stages.
2. A school environment that supports student growth and development.
3. Adequate facilities and infrastructure.
4. Schools that guarantee children's participation rights.

The findings from researchers reveal that the strategy for implementing the SRA program at SD Muhammad Al-Unaizy Sukabumi includes four key activities:

1. Formation of the SRA Implementation Team: Structurally, there are two SRA teams. The internal SRA team includes representatives from the school (principal, teachers, student representatives, school committee, and parents), while an external SRA team combines the internal team with a KLA task force team, with decrees signed by the local Regent.
2. Fulfillment of SRA Component Indicators: There are six SRA component indicators, including written policies, curriculum implementation, trained educators, facilities and infrastructure,



student participation, and stakeholder involvement.

3. Monitoring, Evaluation, and Reporting: Monitoring and evaluation are conducted by both the internal SRA team and the external KLA team. Internal monitoring is done every two weeks, with evaluations every month. External monitoring is conducted as needed.
4. Responsiveness to Monitoring and Evaluation Results: SD Muhammad Al-Unaizy Sukabumi responds to recommendations from evaluations and uses them to improve the SRA program.

The strength of this strategy lies in the formation of a well-structured SRA implementation team and continuous monitoring, which provides valuable recommendations for improvement. This helps the school achieve high standards in SRA implementation.

Impact of Implementing the Child-Friendly School Program at Muhammad Al-Unaizy Elementary School Sukabumi

The implementation of the SRA program at SD Muhammad Al-Unaizy Sukabumi has changed students' character and habits. The environmentally conscious and healthy environment makes students more aware of their surroundings and encourages a healthy lifestyle. Research by Safitri and Irfan reveals that SRA has a significant impact on shaping student character, helping to develop responsible and well-mannered individuals.

The SRA program has also made students feel safer, more comfortable, and emotionally stable at school, which leads to better academic and non-academic achievements. According to Kaharo, SRA boosts student confidence, discipline, and achievement. Research by Richen Dorji highlights the positive impact of SRA on student learning outcomes and teacher performance, as a conducive environment fosters more enthusiastic and effective teaching.

Additionally, parental participation plays a vital role in the success of the SRA program at SD Muhammad Al-Unaizy Sukabumi. Communication between teachers and parents has strengthened, contributing to the program's success.

The SRA program has not only improved teacher and student performance but has also helped the school excel in various competitions, further enhancing its reputation within the community.

Conclusion

Research regarding the implementation of the Child Friendly School Policy (SRA) at Muhammad Al-Unaizy Elementary School in Sukabumi shows that the implementation of this policy is at a fairly good implementation stage. Some important points that can be concluded are as follows:

- 1) Level of Stakeholder Involvement: Implementation of the SRA policy at SD Muhammad Al-Unaizy Sukabumi involves various stakeholders, including teachers, students and parents. Active participation from these stakeholders is an important factor in supporting the achievement of SRA policy objectives.
- 2) Implementation Process: The process of implementing the SRA policy in this school has been carried out through a series of activities and programs that support a child-friendly school



environment. These activities include training for teachers, outreach to parents, as well as providing facilities that support children's comfort and safety at school.

- 3) **Obstacles and Challenges:** Even though various efforts have been made, there are several obstacles faced in implementing this policy, such as limited resources and differences in understanding between stakeholders. This obstacle needs further attention to ensure that SRA policies can run more optimally.
- 4) **Implementation Results:** The implementation of the SRA policy at SD Muhammad Al-Unaizy Sukabumi has shown positive results, especially in creating a school environment that is more conducive to children's development. However, continued efforts are still needed to improve and improve the quality of implementation of this policy.

Future Research Suggestions

- 1) **Improved School Facilities:** To support the implementation of the Child Friendly School (SRA) policy, it is necessary to improve school facilities to be more adequate, such as safe play areas and classrooms that support interactive learning.
- 2) **Training Program Development:** It is recommended to continue developing training programs for teachers and school staff on the concepts and practices of Child Friendly Schools so that they are better prepared to implement this policy effectively.
- 3) **Increased Parental Participation:** The research results show that parental involvement in the implementation of SRA policies needs to be increased. Therefore, schools can hold more activities that involve parents in supporting the SRA program.

Managerial Implications

- 1) **Preparation of Implementation Guide:** It is recommended that schools prepare SRA implementation guidelines that are practical and easy to understand by all stakeholders. This guide should include concrete steps for implementing the SRA program in the school environment.
- 2) **Strengthening Coordination Between Stakeholders:** It is important to strengthen coordination between schools, education offices and local governments in supporting the continued implementation of SRA policies. This can be done through regular communication forums or the formation of a special team responsible for SRA implementation.
- 3) **Continuous Monitoring and Evaluation:** Implementation of SRA policies needs to be monitored and evaluated periodically to ensure the program runs according to plan. The evaluation results can be used to make improvements and adjustments to the program to make it more effective in achieving the stated goals.

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