SCHOOL MANAGEMENT DEVELOPMENT MODEL THROUGH THE CULTURE OF CHILD-FRIENDLY SCHOOL IN THE FIRST HIGH SCHOOL KUTAI REGENCY

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This study uses a qualitative approach with data in the form of written or spoken words from the participants by positioning the researcher as a key instrument. Data collection techniques through observation, documentation, interviews, and questionnaires. This research produces information and data in the field about the management of the Child-Friendly School program and school culture according to the Child-Friendly School indicator in realizing the school culture at SMPN 2 Tenggarong. The determination of the research locus at SMPN2 Tenggarong which has the culture of Kutai Kartanegara Regency with the urban lifestyle and other considerations is that the school becomes a *pilot project for* the Child-Friendly School concept.

The results showed: (1) the implementation of the SRA program at SMPN 2 Tenggarong, most of them had met the criteria outlined by the 8 National Education Standards, but the emergence of these various criteria was not absolute and was specifically programmed for SRA; (2) the school has developed various school cultures and has been optimal in implementing SRA; (3) the implementation of the SRA development model through strengthening the school culture at SMPN 2 Tenggarong is carried out in 5 stages, namely: the orientation and design stage, the promotion and socialization stage, the actualization stage, the evaluation and reflection stage, and the enculturation stage.

Keywords: Development model, child-friendly school management, school culture

INTRODUCTION

The world of education in Indonesia is disturbed not only in high school or junior high school, recently it has been tarnished again by the virality of a video of elementary students beating on social media. In the recording, it appears that a boy in SD uniform was beaten up by a number of his friends in the classroom. The 3-minute 33-second video was uploaded on YouTube with Anzer Lextra Daisen's account on Monday (27/11/2017) some time ago. The video contains violence perpetrated by a group of students who are still in elementary school. The video shows the victim being beaten, kicked, trampled on, and occupied by his friends. The victim cried, but his friends did not stop hitting (Aktas, Stocker, Carruthers, & Hunt, 2017; Rangkuti & Maksum, 2019a). The question is where was the role of the teacher or other adult when the violence occurred?

In addition to the virality of the video, recently several incidents of violence have been recorded, such as a crime that has become a recent phenomenon, namely violence against children (victims and perpetrators are children and adults). Children are a mandate and a gift from Allah SWT that we must always protect because they are inherent in nature, dignity, and human rights that must be upheld. Children as the nation's successor must be able to grow and develop into adult humans who are physically, spiritually healthy, educated, moral, and have a commendable character. Often children and adolescents lead complicated and meaningful lives but are rarely called upon to tell their life beyond the desired sensationalism, or rather, to hear their complaints (Hermosilla, Metzler, Savage, Musa, & Ager, 2019; Nababan et al., 2017)

Research conducted by UNICEF (2006) in several regions in Indonesia shows that around 80% of violence against students is committed by teachers. On television, there have also been reports about students committing violence against other students, for example, the IPDN case, and others. This, of course, is surprising for us. We know that a school is a safe place for students. However, it turns out that in some schools there is still a lot of violence against students committed by fellow students, teachers, or other parties within the school environment (Rohmawati & Hangestiningsih, 2019).To create safe and pleasant conditions for children, a treatment for children full of love and affection as well as good education and guidance is needed. Every child will be able to assume the responsibility later, so it is necessary to have the widest possible opportunity to grow and develop optimally both physically, mentally, and socially and with noble character. It is necessary to make efforts to protect and to realize the welfare of children by providing guarantees for the fulfillment of their rights and for treatment without discrimination (Ikeda, Hinckson, Witten, & Smith, 2019).

Children's rights education is to enable children to gain the necessary social behaviors and essential knowledge for creating a democratic society that is based on respecting human rights. Child rights education is to enable children to acquire essential social attitudes and knowledge needed to create a democratic society based on respect for human rights (Al-Hanawi, Vaidya, Alsharqi, & Onwujekwe, 2018).

Child-Friendly Schools are schools that consciously strive to ensure and fulfill children's rights in every aspect of life in a planned and responsible manner (Maziah, Saemah, & Nooraziah, 2015). The main principle is the non-discrimination of interests, rights to life, and respect for children. As stated in Article 4 of Law No.23 of 2002 concerning child protection, it states that children have the right to be able to live, grow, develop, and participate fairly according to human dignity, and receive protection from violence and discrimination. One of the factors mentioned above is participation, which is defined as the right to have an opinion and to be heard. For example, deviant behavior is violence, delinquency, and others. Child-friendly education is expected to give birth to children with friendly, polite, polite, honest personalities, and others. With this child-friendly education, it will give birth to the next generation whose behavior does not deviate from the prevailing regulations. Child-Friendly Schools can also be defined as schools that are open to involving children to participate in all activities, social life, and encourage children's growth and development, especially in intellectual and moral development for children (Alfina & Anwar, 2020; Dullien, Grifka, & Jansen, 2018)In addition, the existence of the Child-Friendly School program is also motivated by an educational process that still makes children the object and teachers as the right party, easily causing *bullying* in schools/madrasas. In a research conducted by the NGO Plan International and the International Center for Research on Women (ICRW) which was released in early March 2015, it shows surprising facts related to child abuse in schools. There are 84% of children in Indonesia experiencing violence at school. This figure is higher than the trend in the Asian region, which is 70%. (Qodar, 2015) KPAI's own data (2014-2015) on cases of violence (physical, psychological, sexual violence, and neglect of children), as much as 10% were carried out by teachers. Many forms of violence were found in the form of harassment (*bullying*), as well as non-educational forms of punishment for students, such as pinching (504 cases), yelling loudly (357 cases), and jewing (379 cases). Parents and the community are concerned about rampant cases of violence, poisoning to schoolchildren due to snacks contaminated with harmful substances as well as cases of children being victims due to insecure infrastructure and many children who feel that going to school is not always a good experience. fun for the child. Until now, there are still children who go to school in unsuitable buildings, infrastructure that does not meet standards, rain, flooding, and even hunger, in addition to threats of *bullying* and violence perpetrated by teachers and peers. In addition, violence against children is also prone to occur because 55% of parents provide access to children to owning *cellphones* and the internet, but 63% of parents state that they do not supervise the content accessed by children (KPAI) (Abma & Schrijver, 2020; Rohmawati & Hangestiningsih, 2019).

The districts and cities that have won the award include Balikpapan, Samarinda, Bontang, Kutai Kartanegara, Berau, Paser, Penajam Paser Utara, and Kutai Timur. "The Nindya category was won by the City of Balikpapan. The Intermediate category went to Samarinda, Bontang, and Kukar District. Meanwhile, the Primary category was achieved by Berau Regency, Penajam Paser Utara, Paser and East Kutai, "said the Head of the Population Service for Women Empowerment and Child Protection (DKP3A) of East Kalimantan, Halda Arsyad through an official statement on Wednesday (24/7/2019) (Wid, 2019).

Referring to the research results from ICRW and KPAI, it shows that schools have not been able to be friendly places for children (students) until now. Even though it is called an educational institution, violence often comes from this place. This is certainly very counterproductive to the meaning of school itself, namely as a place for learning, not a place for violence. A school that is anti-discriminatory, applies PAIKEM, cares for, and protects children, as well as a healthy environment (Clements et al., 2018). Schools are supposed to be a very pleasant place for children because in this educational institution children will be taught to know each other, love one another. with others not to be hostile

or oppress each other .

From this phenomenon, it is very important to conduct evaluation research on Child-Friendly Schools in schools. This study tries to reveal whether schools, especially junior high schools that have implemented child-friendly schools, actually implement child-friendly school program policies or not, and the focus of this research is to evaluate the implementation of child-friendly school program policies. Observing existing phenomena should inform the management of the Child-Friendly School Program in schools. This paper reveals whether the school at SMPN 2 Tenggarong as a *pilot project* has really met the indicators of Child-Friendly Schools or not. By exploring the cultural wisdom values of the city of Tenggarong to create school culture. With a school culture based on Child-Friendly Schools, it can shape the character of students who think critically, discipline, respect, and love and trust and trust in educational institutions (Smit, Meijers, & van der Laan, 2021).

Child-friendly school assessment is an attempt to describe or reveal school life. Public junior high school 2 Tenggarong is a school in Kutai Kartanegara Regency at the junior high school level that implements a child-friendly school program. In 2018, SMP Negeri 2 Tenggarong has officially proclaimed a child-friendly school. In other words, this school has implemented a child-friendly school program for more than 3 years. School is an educational institution that cannot be separated in everyday life. Schools are formal educational institutions that systematically carry out guidance, teaching, and training programs in order to help students develop their potential in terms of moral, spiritual, intellectual, emotional and social aspects " This opinion is also in line with what was expressed that, "a school is an institution that provides lessons to its students". Based on these two statements, it can be concluded that school is a formal institution or institution that is used as a place for children to study, get the best possible education both in the classroom and outside learning and become a place for children to grow and develop. according to their respective abilities and potentials. A school is a place where children get quality education and the best possible in their life, for that learning and the environment provided by the school, must characterize child-friendly. Friendly can be interpreted as being kind and attractive to one's mind or sweet speech and attitude " (Abma & Schrijver, 2020; Anak, 2020). If linked to the previous statement regarding the meaning of school, child-friendly schools can be interpreted as a formal institution or institution that must uphold and prioritize the fulfillment of children's rights at school, both in providing friendly and fun learning so that it makes children enthusiastic in participating learning or fulfilling children's rights in terms of providing adequate facilities and infrastructure that are child-friendly.

Child-friendly schools can be interpreted as a unit of educational institutions that can facilitate and empower children's potential so that children can grow and develop, participate, and be protected from violence and discrimination. Schools must also create adequate programs and create a conducive and educational environment (Nopriadi Saputra, Adler Haymans Manurung, 2021). In line with this, child-friendly schools can also be interpreted as schools that are safe, clean and healthy and shady, inclusive and comfortable for the physical, cognitive, psychosocial development of girls and boys including children who need special education and / or special service education (Supiandi, 2012). Schools should be comfortable and enjoyable for children so that the process and learning outcomes are maximized(Nopriadi Saputra, Adler Haymans Manurung, 2021) Facts on the ground show that; students often get pressure and feel discomfort when going to school (Agustina, 2020). Inadequate school conditions and an uncomfortable environment make children vulnerable to violence, both verbal and psychological (Tusriyanto & Yuliwulandana, 2020).

Child-Friendly Schools (SRA) have now become the government's attention. This is driven by the commitment of the Indonesian people to provide protection and education rights, in order to realize the vision of Indonesian children who are healthy, smart, cheerful, have noble morals, and love the country (Khasanah, 2020). In addition, the child-friendly school program is also motivated by the existence of an educational process that still makes children an object, so it is not uncommon to find *bullying* against children (Anwar, Gontor, Zumaroh, & Gontor, 2018). Based on these statements, it can be concluded that a child-friendly school is a school that seeks to guarantee and fulfill all the rights possessed by children, both normal children and children with special needs in every aspect of life in a planned manner and full of responsibility, so that children can grow and develop all the potential it has to the maximum. The rights that must be obtained by children at school include the right to get a friendly and non-discriminatory education, the right to freedom of opinion and respect for children's opinions, the right to obtain the physical environment of the school (buildings, yards, and classrooms) and a safe, comfortable, and clean school situation, as well as children's rights to have the freedom to express themselves and be creative according to their respective potential (Ramah, Berbasis, & Syariah, n.d.).

Child-friendly schools are developed with the hope of fulfilling the rights and protecting a third of children's lives (8 hours a day) while they are in educational units (KLA, 2017) Child-friendly schools are a paradigm shift to make adults in educational units become parents and friends In their daily life, students interact in educational units so that the commitment to make the education unit a child-friendly school is a very important commitment in saving children's lives. Child-friendly school is a concept that includes variables such as school buildings, regulatory environment, teaching-learning process, resources and materials, teachers, principals, health, security, democratic participation, and gender sensitivity. (Çobanoğlu, Ayvaz-Tuncel, & Ordu, 2018) A child-friendly school is a school where all children have the right to learn to develop all their potential optimally in a comfortable and open environment. An open school involves children to participate in all activities, social life and encourages children's growth and development. Become friendly if the involvement and participation of all parties in learning are created naturally well. In addition, schools are not only places for children to learn, but teachers also learn from the diversity of their students, for example, teachers get new things about teaching methods that are more effective and fun from the uniqueness and potential of each child. A

friendly learning environment means friendly to children and teachers, meaning that children and teachers learn together as a learning community, place children at the center of learning, encourage children's active participation in learning, and teachers have the intention to provide the best educational services (Alfina & Anwar, 2020).

There are 4 child-friendly school concepts, namely: a) Changing the approach/paradigm to students from teachers to mentors, parents, and children's friends; b) Providing examples of correct behavior in daily interactions in educational units; c) Ensure adults in educational units are fully involved in protecting children from threats that exist in educational units; and d) Ensure parents and children are actively involved in fulfilling the 6 (six) components of SRA. Child-friendly schools have several standards in their implementation, while according to Iskandar, the standards for implementing child-friendly schools are as follows: 1) Every student can enjoy his right to education without discrimination based on disability, gender, ethnicity, type of intelligence, religion, and people's background old (Hardoy, Schøne, & Østbakken, 2017). 2) Every student has the freedom to express his views on science and technology, arts, and culture. 3) Having a curriculum and student-centered teaching methods that prioritize the values of love, compassion, empathy, sympathy, exemplary, responsibility, and respect for students. 4) Having teachers and education staff who are able to facilitate the talents, interests, and types of intelligence of students. 5) Having a school environment and infrastructure that is safe, comfortable, friendly, healthy, and clean, green, with building construction that meets SNI. 6) Having a school work program that considers aspects of student personality growth. 7) Have a student safety work program from home to school and / or safety at school. 8) Every school member has a high awareness of the risks of natural disasters, social disasters, violence (bullying), and other threats to students. 9) Involving student participation in all aspects of school life and school activities. 10) Availability of student organizations that are oriented towards the development and character of students. 11) The creation of harmonious cooperation between families, schools, and communities. 12) Ensuring transparency, accountability, participation, disclosure of information, and enforcement of school rules (Dumitriu, Timofti, Nechita, & Dumitriu, 2014).

Scope of Child-Friendly Schools, as stated (Maziah, Saemah, & Nooraziah, 2015) (Rahmawati, 2019) that to create child-friendly schools requires support from various parties, among others, " family and community, which is actually the closest educational center for children as well as an environment that supports, protects, provides a sense of security and comfort for children which will greatly assist the process of finding their identity ". So the implementation of child-friendly schools is not necessarily the responsibility of the government or schools as educational institutions. The discomfort or violence experienced by students is not a problem limited to the school environment, but one that must and must find solutions through the cooperation of all institutions in the community, including families. (Gorski & Pilotto, 1993) The following is the active role of various supporting elements for the creation of friendly schools. children: 1) *Family*, the family acts as the primary and first education center for children and as a function of economic protection, while at the same time providing space for expression and creation. 2) *School,* School has a role to serve the needs of students, especially those included in education. Care for the condition of children before and after learning, care about health, nutrition, and help learn to live healthily. Respect children's rights and gender equality as well as being a motivator, facilitator, and friend to children; and 3) *Community.* Society has a role as a community and a place of education after the family. Collaborating with schools and as recipients of school outputs.

Schools are institutions that have a function to carry out the education and learning process systematically and continuously (Anak, 2020; Publication, Mulawarman, & Inniyah, 2019) Educators and education personnel at schools are expected to be able to organize education and learning that can facilitate their students to have good behavior reflecting someone who is educated. Educated behavior is shown in the form of academic achievement, shows ethical behavior and noble character, and has high motivation and enthusiasm for learning. Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection Chapter III Article 4 states that "every child has the right to live, develop and participate fairly in accordance with human dignity and dignity, and to receive protection from violence and discrimination". In line with the statement in the Law, the child-friendly school development policy (SRA) can be based on the following principles: 1) Non-discrimination, namely guaranteeing the opportunity for every child to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion, and background of parents. 2) The best interests of the child are always the main consideration in all decisions and actions taken by managers and providers of education relating to students. 3) Life, survival, and development, namely creating an environment that respects the dignity of the child and ensures the holistic and integrated development of each child. 4) Respect for children's views includes respect for children's rights to express views in all matters affecting children in the school environment. 5) Good management, namely ensuring transparency, accountability, participation, the openness of information, and the rule of law in schools (Appiah, Ivanova, Hoelscher, Kroidl, & Dapaah, 2021).

A conducive atmosphere needs to be paid attention to by every school institution, it aims to make children feel comfortable and be able to optimally express their potential. A conducive atmosphere must be created by all school institutions so that this conducive atmosphere is created, then there are several aspects that need to be considered in developing child-friendly schools in accordance with the guidelines written by the Central Java provincial education office (2013) by adopting child-friendly school development guidelines (UNICEF, 2012), namely: 1) appropriate school programs; 2) a supportive school environment, and 3) aspects of adequate infrastructure with the following explanation: 1) Appropriate school programs; 2) a supportive school environment, and 3) Adequate infrastructure aspects. Efforts to realize child-friendly schools consist of several stages. Each educational unit in an effort to implement Child-Friendly Schools (SRA) must carry out the stages which include; preparation, implementation planning, monitoring, evaluation, and reporting. (Rangkuti & Maksum, 2019b), The stages are described as follows: 1) Preparation; 2) Planning; 3)

Implementation; 4) Monitoring; and 5) Evaluation (Urea, 2013).

Stufflebeam and Shinkfield (Eko Putro Widoyoko, 2009) state that Evaluation is a process of providing information that can be used as consideration for determining prices and services (*the worth and merit*) of the goals achieved, design, implementation, and impact to help make decisions, helps accountability and improves understanding of phenomena. According to Ralph Tyler(Hyman, Levy, Myers, Children, & Disabilities, 2020) "Evaluation is a process of collecting data to determine the extent, in what way, and which part of the educational goals have been achieved." Meanwhile, another definition of evaluation is "Research to collect, analyze, and present useful information about the object of evaluation, then evaluate and compare it with evaluation indicators and the results are used to make decisions about the object of evaluation (Sege et al., 2018).

LIBRARY REVIEW
Child-Friendly School Standards
Child-friendly schools have standards in their application, such as
Iskandar wrote that the standards in the application of child-friendly schools are as follows: 1) Each student can enjoy his or her right to education without discrimination based on disability, gender, ethnicity, type of intelligence, religion and parental background, 2) Each student has the freedom to express his views on science and technology, arts and culture, 3) Have a curriculum and learning methods that are friendly to students (*student centred teaching).*) by prioritizing the values of love, compassion, empathy, sympathetic, transparency, responsibility, and respect for students, 4) Having teachers and education personnel who are able to facilitate the talents, interests, and types of student intelligence, 5) Have a safe, comfortable, friendly, healthy, and clean school environment and infrastructure, green, with building construction that meets SNI, 6) Have a school work program that considers aspects of student personality growth, 7) Have a student safety work program from home to school and/or safety at school, 8) Every school citizen has a high awareness of the risk of natural disasters, social disasters, violence (bullying) and other threats to students, 9) Involving student participation in all aspects of school life and school activities, 10) Availability of student organizations oriented to the development and character of students, 11) The creation of harmonious cooperation between families, schools, and communities, 12) Ensuring transparency, accountability, participation, information disclosure, and enforcement of school rules. (Iskandar, 2015)

Scope of Child-Friendly Schools
The scope of child-friendly schools according to(Rahmawati, 2019) to realize child-friendly schools is needed support by various parties, including families and communities, which is actually the closest education center of children and an environment that supports, protects, provides a sense of security and comfort for children that will greatly help the identity search process. So the implementation of child-friendly schools is not necessarily the responsibility of the government or school as an educational institution. Discomfort or violence experienced by students is not a problem limited to the school environment, but must and must find solutions through the cooperation of all institutions in the community, including families (Gorski & Pilotto, 1993; Kaczynski et al., 2020). Here is the active role of various elements supporting the creation of child-friendly schools, namely:
1. **Family**, Family acts as the main and first education center for children and as a fungsi economic protection, while providing space for expression and creativity.
2. **School**, School plays a role to serve the needs of students, especially those included in education. Care about your child before and after learning, care about health, nutrition, and help you learn to live a healthy life. Respect children's rights and gender equality and as a motivator, facilitator and friend for children.
3. **Community**, Community has a role as a community and a place of education after family. Establish cooperation with the school and as the recipient of the school's output.

School is an institution that has a function to carry out the process of education and learning systematically and continuously. (Putri & Akmal, 2019) Educators and education personnel in schools are expected to be able to organize education and learning that is able to facilitate their students to have good behavior reflecting someone who is educated, ethical and proud. Educated behavior is displayed in the form of achievement of academic achievement, showing ethical and noble behavior, and has high motivation and learning spirit.

Child-Friendly School Principles (SRA)
The Law of the Republic of Indonesia No. 35 of 2014 on child protection states that, "every child has the right to live, grow up, and participate reasonably in accordance with the dignity and dignity of humanity, and be protected from violence and discrimination". In line with the statement of the law, the child-friendly school development policy can be based in accordance with the following principles:
1)   Nondiscrimination ensures the opportunity for every child to be able to
enjoy the right of children to education without discrimination based on disability, gender, ethnicity, religion, and parental background.
2) The best interest for children is always the main consideration in all decisions and actions taken by managers, education organizers related to children.
3) Survival, survival, and development create an environment that respects the dignity of the child, ensures the holistic and integrated development of each child.
Respect for a child's views includes respect for the child's right to express views in all matters affecting the child in the school environment.

Good management, which ensures transparency, accountability, participation, information disclosure, and the rule of law in schools.

Child-Friendly School Indicators (SRA)

Child-friendly school indicators were developed to measure the ability of the implementation of child-friendly schools which include six important components as stated in Permen PPPA No. 8 of 2014 on child-friendly school policies, namely:

1) Child-friendly school policy
2) Educators and education personnel trained in children's rights
3) Child-friendly learning process
4) Child-friendly school facilities and infrastructure
5) Child participation
6) Participation of parents, community institutions, the business world and other stakeholders and alumni.

Child-Friendly School Development Aspects (SRA)

A conducive atmosphere needs to be the attention of every school institution, it aims to make children feel comfortable and can express their potential optimally. Conducive atmosphere must be created by all school institutions, in order for the conducive atmosphere to be created, then there are several aspects that need to be considered in developing child-friendly schools in accordance with the guidelines for the development of child-friendly schools by (UNICEF, 2012), namely appropriate school programs, supportive school environments and aspects of adequate infrastructure facilities with the following explanations:

1) Appropriate school program

School programs should be tailored to the child's world, meaning the program is adjusted to the stages of growth and development of the child. The child should not be forced to do something but with the program the child is automatically encouraged to explore himself, the child can follow the school program comfortably and safely. An important factor that schools need to pay attention to is the child's active participation in programmed activities and participation that grows because it suits the child's needs.

School programs for children put more emphasis on function and Few processes, rather than emphasizing products or results, because the product is only a consequence of the function. Biological theory states the function of forming organs. Less activated functions will cause atrophy, and conversely organs will form when enough functions are performed. This is relevant if it is associated with the growth and development of children, therefore whatever activity is expected does not inhibit the growth of the child, both related to physical, mental, or social. Usually with playing activities for example, these qualities can be functioned simultaneously. On the other hand, the character values that children should have can be built as an impact of active participation.

The strength of the school is mainly on the quality of a teacher, with Without ignoring other factors. Teachers have an important role in organizing quality learning, where the role of a teacher here must be able to act as a guide and as a friend for children, for that the teacher must have at least three potentials, namely: 1) have a sense *of love for the child (Having a sense of love to the child)* 2) understanding the child's world (*having a sense of love to the child*) and 3) able to approach the child appropriately (*having approach appropriate*).). (Ndari & Chandrawaty., 2019)

2) A supportive school environment

The atmosphere of the school environment should be a place for children to learn about life, let alone schools that program their activities until the afternoon. The atmosphere of children's activities in the community is also programmed in school so that children still get the experiences that should be obtained in the community. For children the environment and atmosphere that allows to play is very important because playing for children is part of his life. (Yosada & Kurniati, 2019) Play can basically be said to be a miniature form of society. That is, the values that exist in the community also exist in games or playing activities.

If this atmosphere can be created in school, then the atmosphere in the school environment is very conducive to developing the child's potential because the child can express himself freely in accordance with his world. In addition, the creation of a clean environment, access to healthy drinking water free from germ nests, and adequate nutrition are important factors for the growth and development of children. The availability of adequate toilets for children and the arrangement of a beautiful environment is very influential for the growth and development of children in school.

3) Aspects of adequate infrastructure facilities

The main infrastructure needed is related to the learning needs of children. Infrastructure facilities do not have to be expensive but in accordance with the needs of the child. The existence of safe and safe zones to schools, the existence of smoke billboard-free areas, inclusive education are also factors that are considered by schools, where there is no discrimination among children. Schools also need to organize an attractive, alluring, impressive school and classroom environment, and parenting patterns and individual approaches so that the school becomes a comfortable and fun place.

The school also guarantees the right of child participation. The existence of children's forums, the availability of child-worthy information centers, the availability of creative and creative facilities in children, the availability of classroom and school advice boxes, the availability of notice boards, the availability of children's magazines or newspapers. School should allow the child to do something that includes the right to express his or her views and feelings towards situations

that have an impact on the child (Boateng et al., 2019).

METHOD
Type of Research
Research This uses a qualitative approach, namely research that puts forward data collection or the reality of problems based on the disclosure of what respondents have explored or expressed (Li & Li, 2017). The data collected is in the form of written or spoken words from the people being observed (Cano-Moreno, Arenas, Sánchez, Islán, & Narbón, 2019) Data collection techniques are interviews, observation, and document analysis. The instrument used is the researcher himself as a characteristic of qualitative research. Supporting instruments are structured and unstructured interview guides, school profile observation sheets, child interaction observation sheets, questionnaires for teachers, and children. Observations were made to observe firsthand the implementation of the SRA policy, the implementation of the curriculum and infrastructure that support the SRA program at SMP N 2 in Tenggarong. Interviews were conducted to find as much information as possible about something that was not obtained through observation and documentation. Through this interview, the researcher multiplied the information by asking the research subjects directly, namely the head of the madrasah and several informants at SMPN 02. Meanwhile, the documentation was used to collect data about the general description of the research location and documents related to the principal's efforts in realizing the school. kid-friendly.

Data Validity Check Techniques
This study used triangulation techniques to test the validity of the data. As said Norman K. Denzin (2009: 271) there are 4 basic types of triangulation is a triangulation technique *(data triangulation),* triangulation *(source triangulation),* triangulation theory *(theory triangulation)*, and methodological triangulation *(methodological triangulation)*. The data triangulation technique used in this study was used to source and methodological triangulation techniques.

Data Analysis Techniques
Document analysis is carried out by collecting data related to school documents such as school profiles, school vision, and mission, school regulations, journal of children's activities at school. The data analysis technique was carried out by *non-statistical* methods using interactive methods. The analysis steps and interactive methods were developed by Miles and Huberman (1992: 20), among others. The steps include data collection (data collection), data reduction, data presentation (data display).

RESULTS AND DISCUSSION
The results of the observations concluded that the child-friendly school program at SMP Negeri 2 was based on the Decree of the Education and Culture Office of Kutai Kartanegara Regency which was based on the indirect background to prevent violence or bullying against children and other school members, preventing children from getting sick due to poisoning. food and an unhealthy environment through the existence of a healthy canteen, preventing accidents in schools caused by infrastructure and natural disasters through routine and periodic maintenance of school facilities and cooperation with the Fire Department and disaster management, preventing children from becoming smokers and drug users through appeals the words "Smoke-Free Area" and through the school discipline board "Drug-Free Zone", create better, more intimate and quality relationships between school members, facilitate monitoring of children's conditions while the child is in school, makes it easier to achieve educational goals. taught based on the basic framework and curriculum structure based on the concept of child protection.

The results of observing the environment of SMP Negeri 2 Tenggarong are closely related to the social background of children in the home environment and the school environment itself. The social development of children is under the influence of family, peers, and school, and the environment. School residents, apart from the principal, teachers, and students, are also parents, school guards (security guards), *cleaning services,* food vendors in the school canteen usually from residents around SMP Negeri 2 Tenggarong. The school has intensively taken an informal approach to provide their direction and supervision so as to support creating a healthy, safe, and comfortable school environment for all school members, especially students.

The objectives of the Tenggarong 2 Junior High School Child-Friendly School are in accordance with Law Number 23 of 2003 concerning Child Protection and Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2003 concerning Child Protection which is clear in Article 54 which reads: "(1) Children in and within the educational unit are obliged to receive protection from acts of physical, psychological, sexual violence and other crimes committed by educators, educational staff, fellow students, and/or other parties". In paragraph two it is stated as follows: "(2) The protection as referred to in paragraph (1) is carried out by educators, education personnel, government officials, and/or the community."

Evaluation of the input of child-friendly schools in SMP Negeri 2 can the author conclude that school residents include teachers. , education staff, students, and parents are provided with training on child rights and child-friendly schools. Facilities and infrastructure that support the child-friendly school program are complemented by costs from the school budget activity plan (RKAS), participation of parents/guardians, alumni, community organizations, and the business world in the form of a *corporate social responsibility* (CSR) program.

The evaluation of the process of child-friendly schools at SMP Negeri 2 can be concluded that the learning process for child-friendly schools at SMP Negeri 2 Tenggarong is carried out interactively, inspiring, fun, challenging,

motivating students to play an active role, independence according to their talents, interests, physical and psychological development students and learning in the classroom use a scientific approach based on PAKEM. The

evaluation of child-friendly school products in SMP Negeri 2 Tenggarong can be concluded that the school demonstrates the principles of child-friendly schools by fulfilling them and shows the principles of child-friendly schools. The habituation of students' attitudes or behavior towards school members (educators, education staff, and peers) shows the principle of child-friendly schools, students always greet and shake hands with teachers and behave politely, have good character. These characters include piety, honesty, discipline, courtesy, courtesy, devotion to teachers and parents, helpfulness, responsibility, loyalty, courage, courage, etc. and school's impact on other schools. To become a reference for child-friendly schools for junior high school level in Tenggarong District in particular and in sub-districts in Kutai Kartanegara Regency in general.

DISCUSSION
1. Context Aspects of the Implementation of the Child-Friendly School Program Child Friendly

Schools (SRA) was born from two major things, namely the existence of a mandate that must be carried out by the State to fulfill children's rights as stated in the Convention on the Rights of the Child which was ratified by Indonesia in 1990, as well as demands from Law Number 23 of 2003 concerning Child Protection and Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2003 concerning Child Protection which is clear in article 54 which reads: "(1) Children in and within the unit education is obliged to obtain protection from acts of physical, psychological, sexual violence and other crimes committed by educators, education personnel, fellow students, and / or other parties ". In paragraph two it is stated as follows: "(2) Protection as referred to in paragraph (1) is carried out by educators, education personnel, government officials, and / or the community." (Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, 2015)

Based on the Convention on Rights Children and the law on child protection above and upon the decree from the Education and Culture Office of Kutai Kartanegara Regency, SMP Negeri 2 Tenggarong outlines policies in implementing child-friendly schools in 8 national education standards, especially content standards and management standards.

The results of this evaluation support the research results of Subur et al. That the implementation of child-friendly schools at SDN Geger Tegal Rejo has referred to the classification standards for child-friendly schools that have been announced by the ministry of education and culture based on facts in the field. Character building as a child-friendly school culture equips students to be able or able to actualize themselves towards Islamic character.

Implementation of child-friendly schools based on content standards as a basic framework and curriculum structure based on the concept of child protection with four indicators. The first indicator is the existence of a basic document for the preparation of KTSP which is based on the concept of child protection with the implementation process through Eskul, BP / BK, Literacy Schedule, Zhuhur Prayer in a congregation, Dhuha prayer, Scouting, UKS. The second indicator, Learning load considers the age and abilities of the child. With an indicator of a study load regulation document that considers the age and ability of children, the implementation process by developing the Tenggarong 2 Middle School Curriculum is also based on the Competency Standards for graduates of basic education. The third indicator, the curriculum content integrates child protection with the indicators of all subjects integrating child rights and protection. The fourth indicator, having an education calendar considers the best interests of the child with the indicator. There is an allocation of time in the education calendar for the development of children's interests and talents and in its implementation, it is listed in the KBM Schedule (Eskul, BP / BK Guidance, Literacy).

In line with content standards, management standards have the following standards: by implementing school-based management which is shown by independence, partnership, participation, openness and accountability as outlined in 10 indicators, namely the display of teacher and student disciplines that can be read by children, there are sanctions for violations rules of order that have been mutually agreed upon between the child and the teacher and the parents, the socialization of the disciplinary sanction document agreed upon by the teacher, the child and the parents, the existence of a document on the list of children who have and do not have a birth certificate, there are logical consequences for violators of the rules and regulations and giving rewards to children who obey the rules, valid and complete data on poor students, data on children receiving assistance, meeting documents for determining the recipient's children, the existence of documents for receipt of assistance and program documents to meet needs based on the diversity of student conditions.

2. Facilities and Infrastructure Aspects of Child-Friendly Schools The

results of the evaluation of the input of child-friendly schools in SMP Negeri 2 include all school members, namely teachers (educators), staff (education personnel), students, and parents who are provided with training on children's rights and child-friendly schools. Facilities and infrastructure that support child-friendly school programs with the support of school fees as outlined in the school budget activity plan (RKAS), participation of parents/guardians, alumni, community organizations, and the business world in the form of *corporate social responsibility* (CSR) program).

The results of this evaluation support Kristanto's statement in his research and state that the facilities and infrastructure used in PAUD Units in the South Semarang District have been arranged in such a way that the overall environment can support children's activities, both physically, mentally, and motorically.

Also supports research conducted by Ranti Eka Utari which states 1) Communication, the socialization of the Child-Friendly School Program to all related parties such as teachers, students, and parents; 2) Human resources and infrastructure facilities that support the implementation of the Child-Friendly School Program and financial resources

that draw from BOS funds; 3) Disposition, there is a positive attitude and commitment from the school to continue implementing the Child-Friendly School Program at SMP Negeri 1 Tempura; 4) Bureaucratic Structure, the organizational structure of the Child-Friendly School Program is adjusted to the School Organizational Structure.

The results of this evaluation also support Fatma's opinion which states that child-friendly schools are a concept that includes variables such as school buildings, regulatory environment, teaching and learning processes, resources and materials, teachers, school principals, health, security, democratic participation, and gender sensitivity.

As well as supporting the opinion of Rahmawati and June which stated that to realize child-friendly schools, support from various parties is needed, among others, "family and community which are actually the closest education center for children and an environment that supports, protects, provides a sense of security and comfort for children who will be very helpful. the process of finding identity ". So the implementation of child-friendly schools is not necessarily the responsibility of the government or schools as educational institutions. The discomfort or violence experienced by students is not a problem limited to the school environment, but one that must and must find solutions through the cooperation of all institutions in the community, including families.

3. Process Aspects of the Implementation of the Child-Friendly School Program The

results of the evaluation of the child-friendly school process at SMP Negeri 2 Tenggarong are carried out interactively, inspiring, fun, challenging, motivating students to play an active role, independence according to the talents, interests, physical and psychological development of students and classroom learning using a PAKEM-based scientific approach.

The results of the above evaluation are in accordance with observations in the field and documentary observations on the standard of the learning process at SMP Negeri 2 Tenggarong. Where learning in the classroom uses a PAKEM-based scientific approach, the teacher uses a PAKEM-based scientific approach in learning and learning to further enhance active learning through conducive and varied classroom management. Teachers serve the needs of students individually and in groups. Teachers give children the opportunity to receive their rights properly. Teachers do not provide threats and violence in the form of physical or non-physical punishment to children. The teacher gives security and love to all children. Teachers behave intolerantly and there is no discrimination. The teacher facilitates the continuity of education for ABH and ABK. Teachers give children freedom and opportunities to carry out activities to commemorate religious holidays. Teachers develop local culture and social life skills in learning. The teacher accustoms children to apologize if they make mistakes. The teacher accustoms children to empathy and respect for each other. The teacher does not interrupt when students are giving their opinion. Teachers get into the culture of raising their hands when talking and after being invited to speak. Teachers get children to speak politely. The teacher accustoms children to listening to friends' opinions and not laughing at children's answers that are not quite right. Students get the opportunity to excel without discrimination. Provide rewards for achieving children both academically and non-academically. There is a document in the form of a student questionnaire about the learning process at school. There is a document in the form of a parent questionnaire about the learning process at school. And the availability of suggestion boxes in strategic places and periodic follow-up documents.

This is in accordance with the opinion of Uray Iskandar in Chapter II of this thesis which states: Child-friendly schools have several standards in their implementation, while according to Iskandar, the standards in implementing child-friendly schools are as follows: 1) Every student can enjoy their rights in education without discrimination based on disability, gender, ethnicity, type of intelligence, religion and parental background. 2) Every student has the freedom to express his views on science and technology, arts, and culture. 3) Having a curriculum and methods that *student-centered teaching* prioritize the values of love, compassion, empathy, sympathy, exemplary, responsibility, and respect for students. 4) Having teachers and education staff who are able to facilitate the talents, interests, and types of intelligence of students. 5) Having a school environment and infrastructure that is safe, comfortable, friendly, healthy, and clean, green, with building construction that meets SNI. 6) Having a school work program that considers aspects of student personality growth. 7) Have a student safety work program from home to school and / or safety at school. 8) Every school member has a high awareness of the risks of natural disasters, social disasters, violence (bullying), and other threats to students. 9) Involving student participation in all aspects of school life and school activities. 10) Availability of student organizations that are oriented towards the development and character of students. 11) The creation of harmonious cooperation between families, schools, and communities. 12) Ensuring transparency, accountability, participation, disclosure of information, and enforcement of school rules.

The results of the evaluation of this study also support the results of Mandalawati's research, Titin Kuntum in Chapter II of this thesis which states 1) Child-friendly education patterns through the culture of "*morning story*" can explore the potential, talents, and communication skills of students, and motivate students to appear in public. and generate the students' courage and confidence. 2) The culture of "*morning story*" has a positive relationship with the character of students at SD 01 Kanigoro Madiun, namely the characters of love for the country, responsibility, honesty, familiarity, caring for the environment, tolerance, and discipline. 3) Teachers and parents have a very important role as models and role models for students in forming a culture of "*morning stories*" at school and at home.

Also supports the results of Wuryandani's research which states that the aspect of implementing learning is carried out by developing teaching materials that are not limited to textbooks, but prioritizing local culture, carrying out learning with attention to student characteristics, carrying out fun learning, utilizing the environment, developing children's interests and talents, available time playing, resting, and exercising, students are given the opportunity to appreciate local cultural arts, use educational game tools, create a learning atmosphere that develops aspects of caring for the

environment. (Wuryandani, Faturrohman, Senen, & Haryani, 2018)

As well as support the research results of Sudirjo, a child-friendly school can run well if various parties are involved, namely teachers, school staff, parents, community institutions, and of course children who go to school. Child-friendly schools can be implemented through quality learning. Thus, innovative learning that is able to provide services to students in order to develop their potential is a must in child-friendly schools. This innovative learning should facilitate students to develop their potential and help them achieve their developmental tasks, the attitudes and behavior of a guide, accept and understand students' conditions, be able to create a harmonious climate of interaction with children.

4. Child-Friendly School Aspects in School Culture The

results of the evaluation of child-friendly school products at SMP Negeri 2 Tenggarong show the principles and fulfillment of child-friendly schools. Through habituation of attitudes or behavior of students towards school members (educators, education staff, and peers) students always greet and shake hands with teachers and behave politely, and have good character.

These characters include piety, honesty, discipline, courtesy, courtesy, devotion to teachers and parents, helpfulness, responsibility, loyalty, courage, courage, etc. and schools' impact on other schools. To become a reference for child-friendly schools for junior high school level in Tenggarong District in particular and for sub-districts in Kutai Kartanegara district in general.

The results of the product evaluation that SMPN 2 Tenggarong as a reference for junior high schools in the vicinity are in accordance with Nuraeni's research which concluded that the empirical test results stated that the effect produced by the Child-Friendly School Program on the character of early childhood is positive. The positive character developed is a culture of discipline, mutual respect, and love, respect, and courtesy to become accustomed to through welcoming and greeting activities in the morning when students come to school.

The integration of child-friendly schools for the formation of children's character is in accordance with the research results of Subur et al. concluded that the implementation of child-friendly schools at SDN Geger Tegal rejo has referred to the child-friendly school classification standards that have been announced by the Ministry of Education and Culture based on facts in the field. Character building as a child-friendly school culture equips students to be able or able to actualize themselves towards Islamic character.

Personal actualization towards Islamic characteristics becomes a reference for Muslim students without any discrimination. According to Ambarsari's research, child-friendly school policies that have been implemented in schools include the implementation of policies in the field of learning which are carried out without violence and discrimination. This means that the learning process at school is carried out with the principle of fun for students, the teacher does not physically punish students and there is no difference in treatment between students.

CONCLUSION

Based on the results of the research and discussion previously described, it can be concluded that: 1) The reference for the implementation of the child-friendly school program at SMP Negeri 2 Tenggarong is based on the Decree of the Education and Culture Office of Kutai Kartanegara Regency and has met the criteria outlined by the 8 National Education Standards without neglecting SRA programs that are integrated in the attitude to prevent violence or bullying against children and other school members, prevent children from getting sick due to food poisoning and an unhealthy environment, prevent accidents in schools caused by infrastructure or natural disasters, prevent children from becoming smokers and drug users, creating better, more familiar and quality relationships between school members, facilitating monitoring of children's conditions while they are in school, making it easier to achieve educational goals based on a basic framework and curriculum structure based on the concept of child protection. In addition to the basic reference for implementing the participation of school residents, teachers, education staff, students, and parents are also provided with training on children's rights and child-friendly schools. The facilities and infrastructure that support the child-friendly school program are completed in stages with costs from the school budget (RKAS) activity plan, the participation of parents/guardians, alumni, community organizations, and the business world in the form of a Corporate Social Responsibility (CSR) Program. . 2) Routine of the child-friendly school learning process at SMP Negeri 2 Tenggarong is carried out interactively, inspiring, fun, challenging, motivating students to play an active role, independence according to their talents, interests, physical and psychological development of students and learning in class using a scientific approach which is based on PAKEM by exploring the values of local wisdom, 3) As a result of the integration of SRA in routine school community interactions, SMPN 2 Tenggarong School develops child-friendly school principles. The habituation of students' attitudes or behavior towards school members (educators, education staff, and students) shows the principle of child-friendly schools, students always greet and shake hands with teachers and behave politely, have good character. These characters include piety, honesty, discipline, courtesy, courtesy, devotion to teachers and parents, helpfulness, responsibility, loyalty, courage, courage, etc. The school also creates an impact on child-friendly schools to other schools and becomes a reference for child-friendly schools for junior high schools in Tenggarong District in particular and in sub-districts in Kutai Kartanegara Regency in general.

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