



Noble Character Development Through Child-Friendly School Programs

Aris Adi Leksono^{1*}, Moh. Faiz Maulana²

¹ Indonesian Child Protection Commission (KPAI), Jakarta

² University Nahdlatul Ulama of Indonesian, Jakarta

ABSTRAK: Maraknya kasus kekerasan pada anak di sekolah menjadi alasan kuat dibutuhkan adanya perlindungan atas hak-hak anak. Sehubungan dengan hal ini, maka dibutuhkan revolusi pendidikan sebagai upaya pembaruan sistem pendidikan untuk dapat menciptakan lingkungan belajar yang mampu menghargai dan memenuhi hak anak. SMPN 52 Jakarta merupakan salah satu sekolah yang mengimplementasikan program Sekolah Ramah Anak untuk merealisasikan hak anak atas pendidikan yang berkualitas. Penelitian ini bertujuan untuk mendeskripsikan program, strategi, dan dampak pelaksanaan Sekolah Ramah Anak di SMPN 52 Jakarta. Penelitian ini menggunakan pendekatan penelitian kualitatif. Data dalam penelitian ini dikumpulkan dengan menggunakan teknik wawancara dengan menggunakan instrumen lembar wawancara, teknik observasi dengan menggunakan instrumen catatan lapangan, dan dokumentasi dengan menggunakan instrumen lembar *checklist*. Data pada penelitian ini dikumpulkan dan dianalisis melalui prosedur atau tahapan berikut ini: menyusun instrumen penelitian, mengurus perizinan, menjajaki lapangan, memilih dan menetapkan informan, melakukan pengumpulan data secara simultan, melakukan pengecekan terkait dengan kelengkapan data, mengelompokkan data, dan analisis data. Penelitian ini berhasil mendapatkan gambaran tentang perkembangan akhlak mulia melalui program sekolah ramah anak. Program Sekolah Ramah Anak di SMPN 52 Jakarta juga telah diimplementasikan dengan mengintegrasikan semua kebijakan sekolah, program-program sekolah, dan kegiatan sekolah yang telah ada.

Kata Kunci: Kekerasan anak; Sekolah Ramah Anak; SMPN 52; Karakter.

ABSTRACT: The rise of cases of violence against children in schools is a strong reason for the need for the protection of children's rights. In this regard, an educational revolution is needed as an effort to reform the education system to be able to create a learning environment that is able to respect and fulfill children's rights. SMPN 52 Jakarta is one of the schools that implement the Child-Friendly School program to realize children's rights to quality education. This study aims to describe the programs, strategies, and impacts of implementing Child-Friendly Schools at SMPN 52 Jakarta. This study uses a qualitative research approach. The data in this study were collected using interview techniques using interview sheets, observation techniques using field notes, and documentation using checklist sheets. Data in this study were collected and analyzed through the following procedures or stages: compiling research instruments, arranging permits, conducting field surveys, selecting and determining informants, conducting simultaneous data collection, checking related to data completeness, classifying data, and analyzing data. This research succeeded in getting an overview of the development of noble character through a child-friendly school program. The Child-Friendly School Program at SMPN 52 Jakarta has also been implemented by integrating all existing school policies, school programs, and school activities.

Keywords: Child Violence; Child-Friendly Schools; SMPN 52; Character.

A. INTRODUCTION

The change in the educational paradigm from teaching to the learning process is emphasized by the statement that students can actively develop their potential at school. The learning model that was originally teacher-centered will change to student-centered. This also confirms the alignment of the national education system towards children's participation. However, in its implementation, it is still plagued by various problems. The educational

*Corresponding author.

E-mail address: arisadileksono@kpai.go.id

process continues to make children as objects and teachers to be the party that is felt to be the most right and never wrong, therefore incidents of bullying and violence in schools still occur frequently.

KPAI data for 2014-2015 shows that 10% of cases of violence (physical, psychological, sexual, and neglect of children) were committed by teachers. The forms of violence that were often found were in the form of harassment (bullying), as well as forms of punishment that did not educate students, such as pinching (504 cases), yelling loudly (357 cases), and (379 cases) (Ramadhan, 2023).

Another fact related to child violence at school, which was shown in a research conducted by Plan International and the International Center for Research Women (ICRW) which was released in early March 2015 showed that 84% of Indonesian children experienced violence at school, this figure is higher than research results. in the Asian Region, which is 70%. (Khasanah, 2020; Qodar, 2020) In the same year, the United Nations International Children's Emergency Fund (UNICEF), also revealed that as many as 50% of children claimed to have experienced bullying or bullying at school (Khasanah, 2020, p. 3).

The school environment, which is supposed to be a space for students to learn and explore, has in fact become a fertile ground and the main source of violence. Violence is often still considered a method of applying obedience and disciplining children. Violence against children, both physical and psychological, was chosen as a way to change children's behavior and shape the expected behavior. In fact, school as a place for student interaction has an integral role in student life which will later determine the quality of student life. Therefore, teachers are expected to be able to establish good interpersonal relationships with students and be able to provide support to students to gain freedom in developing their respective potentials and talents. A study revealed that the social support of other people has an influence on improving students' well-being. The higher the social support provided, the higher the students' psychological well-being (Papalia et al., 2008). In addition, Opdenakker also revealed that the interpersonal relationships that exist between teachers and students affect students' academic motivation (Opdenakker et al., 2012). This means that to improve students' well-being, a teacher must play an active role in providing support to students which aims to help students understand and meet student needs.

The number of cases of child violence in schools is a strong reason for the need for policies regarding the protection of children's rights. The Indonesian government has actually issued various policies to prevent violence against children, including violence that occurs in schools. One of them is the Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning child-friendly school policies.

Child-Friendly Schools (CFS) as stated in Ministerial Regulation Number 8, 2014 are formal, non-formal, and informal education units that are safe, clean and healthy, caring, and cultured in the environment, capable of guaranteeing, fulfilling, respecting children's rights, and protecting children from violence, discrimination, and other mistreatment as well as supporting children's participation, especially in planning, policy, learning, monitoring, and complaint mechanisms related to the fulfillment of rights and protection of children in

education (Peraturan Menteri Negara Pemberdayaan Perempuan Dan Perlindungan Anak Nomor 12 Tahun 2011 Tentang Indikator Kabupaten/Kota Layak Anak, 2011).

In addition, practically speaking the CFS policy was presented to respond to parents and society's concerns about the rise in cases of violence, poisoning in school children caused by snacks contaminated with harmful substances, as well as cases of children who became victims due to unsound infrastructure and many children feel that going to school is not always a pleasant experience for children. Until now, children still go to school in inadequate buildings, infrastructure that does not meet standards, rain, floods, and even hunger, in addition to threats of experiencing bullying and violence perpetrated by teachers and peers. In addition to these factors, violence against children is also prone to occur because 55% of parents provide access to children to cellphones and internet ownership, but 63% of parents state that they do not supervise the content accessed by children (Murdiyanto, 2015, p. 77).

The Child-Friendly School initiated by the government basically aims to carry out an educational revolution that is more humane, non-violent, non-discriminatory, and upholds children's rights. Child-Friendly Schools also seek quality in the following areas: 1) An inclusive school, 2) An effective school, 3). A safe and protected school, 4). An equity and equality promoting school, 5). A health-promoting school, 6). School-community linkages and partnerships (UNICEF, 2009).

The implementation of the Child-Friendly School program has proven to have a positive impact on students, this is evidenced by the results of Bukman Lian's research, which revealed that children who are given a natural and instinctive space for creativity in schools that develop child-friendly programs are able to form the ability to think creatively in problem-solving, problems both inside and outside of school (Lian et al., 2018). The learning process in Child-Friendly Schools can position children according to their natural characteristics, namely like to play, joke, and like to move. These characters are of course directed and accommodated within a friendly educational framework, which does not force children to become adults.

In this regard, modeling is needed from an institution that has implemented the Child-Friendly School program. For example, SMPN 52 in Jakarta was designated as CFS developers, based on the Decree of the Mayor of East Jakarta, Decree of the Mayor of East Jakarta Administrative City No. 157 of 2017 concerning Determination of Child-Friendly School Development. Periodically, SMPN 52 Jakarta is one of the schools that often receive direct guidance from KPAI, regarding designing strategic school-based management programs with child-friendly school content.

B. RESEARCH METHODS

This study uses a qualitative research approach. According to Moleong, L. (Lexy J. Moleong, 2019, p. 6), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example, behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words and language. In qualitative research, the analysis used is more descriptive-analytical, meaning that the interpretation of the content is made and arranged in a systemic or comprehensive and systematic manner.

This research was conducted at SMPN 52 in Jakarta which was designated as Child-Friendly School (CFS) developers, based on the Decree of the Mayor of East Jakarta, Decree of the Mayor of East Jakarta Administrative City No. 157 of 2017 concerning Determination of Child-Friendly School Development. Limiting objects based on school criteria for the pilot stage or CFS policy development and schools for the CFS policy implementation stage. The data in this study were collected using interview techniques using interview sheets, observation techniques using field notes, and documentation using checklist sheets.

Data in this study were collected and analyzed through the following procedures or stages: compiling research instruments, arranging permits, conducting field surveys, selecting and determining informants, conducting simultaneous data collection, checking related to data completeness, classifying data, and analyzing data.

C. RESULT AND DISCUSSION

1. Locus and Focus on Research

The development of Child-Friendly Schools refers to the concept of Child-Friendly Schools (CFS), namely formal, non-formal, and informal education units that are safe, clean and healthy, caring and cultured, capable of guaranteeing, fulfilling, respecting children's rights and protecting children from violence, discrimination, and other abuses as well as to support the participation of especially children in planning, policy, learning, monitoring and complaint mechanisms related to the fulfillment of children's rights and protection (Peraturan Menteri Negara Pemberdayaan Perempuan Dan Perlindungan Anak Nomor 12 Tahun 2011 Tentang Indikator Kabupaten/Kota Layak Anak, 2011)

SMPN 52, Jl. Cipinang Elok No.3, RT.3/RW.10, Cipinang Muara, Jatinegara District, East Jakarta City, Special Capital Region of Jakarta 13420. At first SMPN 52 was part of SMPN 27, namely SMPN 27 Filial (far class). SMPN 27 itself is located in the North Cipinang Besar area while SMPN 27 Filial is located in Cipinang Lontar. At that time, SMPN 27 Filial consisted of 12 study groups with two study shifts.

Over time, SMPN 27 Filial has become increasingly trusted and in demand by the public. In 1968, SMPN 27 Filial officially separated and changed its status to SMP Negeri 52. Since then, SMPN 52's achievements have increased both academically and non-academically in 1976. SMPN 52 Jakarta, has a vision and excels in both academic and non-academic fields. academic based on science and technology and IMTAQ.

SMPN 52 Jakarta has received A (Very Good) accreditation from the Ministry of Education and Culture, apart from that it is also one of the schools designated as Child-Friendly School developers based on the East Jakarta Mayor's Decree Decree of the East Jakarta Administrative City Mayor Decree No. 157 of 2017 concerning Determination of Child-Friendly School Development.

SMPN 52 started the CFS planning process starting with identifying the needs of the CFS and then coordinating with the school community, as well as realizing the needs by taking into account the top priorities so that nothing was overlooked. Such as providing open play spaces for children and a school environment that is clean, healthy, and green so

that students are happy and comfortable staying at school and children with special needs can also enjoy the learning process safely and comfortably without discrimination.

In addition, schools also make joint decisions including involving parents and students so that all programs being planned are right on target and establish a process of mutual trust and openness with the CFS program that will be implemented. Communication between teachers, students, and parents is also expected to make students not ashamed or afraid to report if there is an act of violence that occurs against their self-esteem (S. Rangkuti & Maksum, 2019; S. R. Rangkuti & Maksum, 2019b, 2019a).

Apart from trying to improve infrastructure to support CFS, SMAN 52 Jakarta also conducted a curriculum review by looking at the times as an effort to support CFS. For example, in efforts to overcome the low use of ICT in schools, on the other hand, not all schools have adequate ICT facilities. With challenges like that, at SMPN 52 Jakarta ICT learning is included in subjects starting from grades 8 to 9.

The structure and content of the curriculum at SMP Negeri 52 Jakarta 2019/2020 contained in the Content Standards include the following five subject groups:

- a. Religious and moral subject groups;
- b. Nationality and personality subject groups;
- c. Science and technology subject groups;
- d. Aesthetic subject groups; and
- e. Physical, sports, and health subject groups.

Core competence is the level of ability to achieve competency standards that must be owned by a student in a certain class. Through core competencies, vertical integration of various basic competencies in different classes can be maintained. The formulation of core competencies uses the following notation:

- a. Core competence of spiritual attitude;
- b. Core competencies of social attitudes;
- c. Core competency knowledge; and
- d. Core competency skills.

2. The Development of Noble Character

According to Fawziah, coaching is defined as educational efforts both formal and non-formal that are carried out consciously, planned, focused, and responsibly in order to grow, guide and develop the basics of a balanced personality, knowledge, and skills intact and in accordance with their talents and abilities as preparation for further on their own initiative to add, improve and develop themselves, fellow human beings and the environment towards achieving optimal and personal dignity, quality and human capabilities (Fawziah, 2019).

The concept of true education according to Islam is an educational concept that is able to cultivate the quality of thinking with heart and faith to obtain God's Blessings. So, education in the concept of Islam is meant to understand life and know your way back to God. Education is defined as a process of maturation of qualities to think and create on the basis of faith and morals. Building Islamic education is the same as building character and piety that grows on faith, sincerity, honesty, patience, justice, humanity, and enthusiasm to

get goodness as well as usefulness. Education is different from building roads, buildings, bridges, or other physical facilities. Is the weight of cultivating noble character the foundation of basic human behavior, not just statistics that can be added, subtracted, multiplied, and divided according to the needs of the number of inhabitants? Humans are figures who have talents, interests, abilities, interests, character, and self-esteem (Khorl, 1970).

In the character building carried out by SMPN 52 Jakarta, several programs have been made for students, including; the habit of greeting in the morning at the gate not only by the teacher to students but also by students to each other alternately scheduled. Then it was continued with tadarus of the Qur'an, dhuha prayers together, alms together, and speech (kultum) after the midday prayers in congregation, and so on.

In addition, as an effort to make the CFS program successful and character strengthening, SMPN 52 Jakarta is also trying to prepare pre-facilities, such as art galleries, Nusantara Waste Bank, Healthy Canteen, Reading Corner, Children's Creation Stage, Religious Laboratory, and others. Equally important for the success of this child-friendly school program is optimizing the role of OSIS SMPN 52 Jakarta. OSIS is expected to be a good support system. The OSIS board is a role model for positive habituation, playing an active role in every activity.

As far as these students generally have good morals, if you found some mischief still in the reasonable category, that's where we strive to realize a child-friendly school.

Discipline that has been determined for students in SMPN 52 Jakarta are as follows;

- a. The attitude of the students respect the teachers and citizens of the school other;
- b. Students not involved in a brawl;
- c. The spirit and discipline of the students in learning;
- d. Student discipline

With the application of the discipline of the students to realize the mutual that harmony between the citizens of schools (students-teachers-staff and employees). The commitment of the management in running the auth program Implementation and service CFS also runs in accordance with the agreement of the results of the meeting although sometimes there are some people who still do not understand, it is the responsibility as well as being a shared obligation to remind each other.

3. The School's Policy Is Child-Friendly

The policy of child-friendly schools presented by the Deputy Head of the Department of Education of DKI Jakarta, Syaefuloh Hidayat added, it already formed a task force (Task Force) Child Protection refers to the Governor Regulation (Pergub) No. 86 Year 2019 on the Prevention and Reduction of Violence For Learners in the Education Unit and the Environmental Education Unit.

According to him, in the Article 8 Paragraph 1 Regulation of the listed duties of the task Force to create an environment of friendship that is free from discrimination and acts of violence and actively participate in order to the prevention of acts of violence. If there are learners who do acts of violence, the task force must establish with the give an oral

reprimand, a written reprimand as well as the actions that are educative. "The task force we've been form of at the level of province, county, city and school. We will be announced aggressively more Force for more effective and optimal" (*Disdik DKI Terapkan Sekolah Ramah Anak*, n.d.).

As the embodiment of the indicator as well as the development of Child friendly City (KLA) in the City of Jakarta, the Department of Women Empowerment and Child Protection (DP3A) of the city of jakarta designate SMP Negeri 52 as one of the schools that apply the program of Child Friendly Schools (CFS).

The process of planning starts from identifying the needs of the CFS then do the coordination with the residents of the school, as well as the realization of the need to pay attention to the top priority, so that nothing is missed. Idenifikasi problems, making discussion in the team of CFS with committee related issues that have been identified, determine the problems to be addressed with attention to the scale of priority for the primary, Held a meeting with all the residents of the school, Make decisions together, including involving the parents of students so that all all the programs that are in the plan right on target and establish the relationship of mutual trust and openness with the program, CFS will be applied (Probosiwi & Bahransyaf, 2015).

Competency standards are set to one unit of education, levels of education, and educational programs. In accordance with the Government policy of Compulsory education for 12 Years then a Standard Competency to be the basis of curriculum development is the ability that should be owned by students after participating in the educational process for 12 years. In addition, in accordance with the functions and objectives of basic education and secondary education as well as the function and purpose of each educational unit at every level of education then the curriculum development is also based upon the Competency Standards of basic education and secondary education as well as the Standard of Competence education unit.

Model competency-based curriculum is characterized by the development of competence in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in a variety of subjects. Competence includes knowledge packaged in one subject. Competence includes the attitudes and skills packed in each subject and are cross the subjects and organized with attention to the principle of strengthening the organization (horizontally) and sustainability (vertical organization) so that it meets the principle of the accumulation in the learning process.

The curriculum is based on the principle that every attitude, skills and knowledge described in the curriculum shaped the Basic Skills can be learned and mastered every learner (mastery learning) in accordance with the traditions of competency-based curriculum.

Curriculum developed by giving the opportunity to learners to develop differences in ability and interest. On the basis of the principle differences in the ability of individual learners, the curriculum gives the opportunity to learners to have a mastery level above the standard that has been specified (in the attitude, skills and knowledge). Therefore a variety

of programs and learning experiences provided in accordance with the interests and abilities of early learners.

The curriculum should be responsive to the development of science, culture, technology, and art. The curriculum developed on the basis of the awareness that science, culture, technology, and art developing dynamically. Therefore, curriculum content should always follow the development of science, culture, technology, and the arts; to build curiosity and the ability for learners to follow and utilize the exact results of science, technology, and art (Leksono, 2020).

The curriculum is directed to the development process, acculturation and empowerment of learners that lasted a lifetime. Empowering learners for lifelong learning formulated in the attitudes, skills, and knowledge base that can be used to develop a culture of learning.

The curriculum was developed with attention to the interests of national and regional interests to build the life of society, nation and state. National interest developed through the determination of the structure of the curriculum, the Standard of Ability and the Basic Skills as well as the syllabus. The interests of the developed regions to build human beings who are not uprooted from their cultural roots and are able to contribute directly to the surrounding community. Both of these interests complement each other and empower the diversity and unity that is expressed in Unity to build the Unitary State Republic of Indonesia.

Assessment of learning outcomes is intended to measure and improve the achievement of competence. Assessment instrument learning outcome is a tool to know the weaknesses of each learner or group of learners. Such deficiencies must be immediately followed by process improvements to the deficiencies in the aspects of learning outcomes owned by a person or a group of learners.

4. Junior High School 52 Jakarta

In setting up child-friendly schools/child friendly cities then head of the Junior high school 52 apply a variety of strategies or ways to promote the following principles;

- a. Non-discrimination, non-violence;
- b. The interests of best child always so consideration of main;
- c. The rights of the child to life, keeping the continuity of life and growing development in the physical, psychic, and social;
- d. The participation of the child especially the rights of children to be heard and responded to with earnest.

In addition to the principles above a variety of shared commitment has also been done such as performing management services in the field of administration, preparedness and response in resolving the problems related to the students on the report or the news that is being circulated.

The step of organizing is also done by way of training and socialization of the child friendly school, this is done in an effort to optimize the service program child friendly school according to the ability and condition of the school.

This organizing can ultimately build the school community to jointly create a school-aged children's environment. This reflects the results of an interview with the CFS program coordinator of SMPN 52 Jakarta. School residents must be of the same view as implementing government programs as stated in article 4 of Law no. 23 of 2002 concerning child protection states that children have the right to be able to live, grow, develop, and participate fairly and in accordance with human dignity as well as protection from violence and discrimination.

Education calendar is setting the time for the learning activities of students during one school year. Education calendar includes the beginning of the school year, weeks of effective learning, the learning time effective, effective, elective, and holidays. Here is the calendar in detail:

a. Weeks Effective

The beginning of the school Year; the Beginning of the school year is the time of the commencement of learning activities at the beginning of the school year in each educational unit. In SMP Negeri 52 Jakarta the beginning of the school year 2019/2020 begins Monday, date 15 July 2019 and ending Friday, June 26, 2020.

Weeks Effective Learning; Weeks effective learn to ais the number of weeks of learning activities outside of holiday time for each school year in each educational unit. One academic year 2019/2020 consist of 52 weeks. The number of effective weeks is estimated at 4to 5 weeks is effective and there are about 7 weeks is not effective.

Learning time Effectively; learning Time effectively is the number of hours of learning each week covering the number of hours of learning for all subjects including local content (curriculum level area) plus hours for other activities that are considered important by the education unit.

One hour of learning face-to-face 40 minutes. Effective weeks of class VII is multiplied $39 \text{ h} = 23 \times 39 \times 40 = 35.880 \text{ minutes/semester}$, Weeks effective class VIII multiplied by 39 hours $= 23 \times 39 \times 40 = 35.880 \text{ minutes/semester}$, Weeks effective class IX multiplied by 39 h $= 23 \times 39 \times 40 = 35.880 \text{ minutes/semester}$.

Time Off; holiday Time is time is set to not held the learning activities scheduled in the educational unit in question. Time off can take the form of a pause the middle of the semester, the lull between semesters, the holiday is the end of the school year, religious holidays, public holidays including day-to-day huge national, and special holidays.

b. Holidays

The beginning of the school year 2019/2020 begins Monday, date 15 July 2019 and ends Friday, 26 June 2020. Semester 1 begins Monday, 15 March 2019 and ended the day Wednesday, 20 December 2019, while semester 2 starts Monday, 6 January 2020 and ending Friday 26 June 2020.

School holidays are set based on the Decision of the Minister of National Education and/or Ministers of Religion. Related to religious holidays, regional head of the kabupaten/kota level, and/or organization, the education provider can assign a special holiday.

D. CONCLUSION

Development of noble character with the implementation of programs of Child-Friendly Schools encourage the whole school community to care for the school environment and anti-violence so that the atmosphere in schools into healthy, safe and comfortable. Conditions which encourage the protege can develop and excel in school, one at the beginning of the year 2019, SMP Negeri 52 Jakarta managed to improve the quality of learning as well as the morals of the learners increased. Not only the students who excel but teachers are also encouraged to become more excited in teaching. The teaching and learning process become more fun, creative and interactive to encourage the passion of learning in children so that children easily absorb the knowledge delivered by the teacher. Efforts to develop a noble character of learners to be one of the important things to create the child becomes the man responsible and honest is more important than intelligence cognitive. The form of the development of noble character for example to educate children to perform routine activities do sholat dhuha before the learning process started, reading short passages, the position of the hands with the cpc/mother teachers, train properties and the brush is honest, responsible, disciplined and always reflect the attitude of the tawadu'.

In the initial planning process is performed through the pmount the CAP refers to the Law Number 25 Year 2004 about National Development Planning System, LAW No. 20 Year 2003 about National Education System, Government Regulation Number 19 Year 2005 about National Standard of Education, Decree No. 19 Year 2007 regarding Standard of Education Management and the Strategic Plan of the Ministry of Religious AFFAIRS, the Regulation of the Minister of Religion of the Republic of Indonesia No. 90 of 2013 on the Implementation of the School.

Then implemented with always emphasize on, the competence of education took place a very tight and sharp almost limitless. Schools that are not able to compete in a fair and open will be uprooted selected by the state. Therefore, the SMP Negeri 52 Jakarta needs to develop and improve continuously with attention to the resources, both human resources and other resources.

REFERENSI

- Disdik DKI Terapkan Sekolah Ramah Anak.* (n.d.). Wartalika.Id. <https://wartalika.id/news/megapolitan/2020/01/31/disdik-dki-terapkan-sekolah-ramah-anak>
- Fawziah, F. E. (2019). Konsepsi dan Implementasi Pendidikan Karakter dalam Islam. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 7(1). <https://doi.org/10.36052/andragogi.v7i1.67>
- Khasanah, N. (2020). *Implementasi Program Sekolah Ramah Anak Di Madrasah Ibtidaiyah Negeri 3 Jombang*. UIN Maulana Malik Ibrahim Malang.
- Khori, A. (1970). Telaah Agama, Konsep Baru Pendidikan Islam dan Sains. *Insania: Jurnal Pemikiran Alternatif Kependidikan*, 19(2). <https://doi.org/10.24090/insania.v19i2.712>
- Leksono, A. A. (2020). *Manajemen Strategik Implementasi Program Sekolah Ramah Anak Untuk Pengembangan Akhlak Mulia Peserta Didik Sekolah Lanjutan Tingkat Pertama (Study Kasus Di Sltp 52*

- Dan Mtsn 34 Di Jakarta). Universitas Islam Nusantara.
- Lexy J. Moleong, D. M. A. (2019). Metodologi Penelitian Kualitatif (Edisi Revisi). PT. Remaja Rosda Karya. <https://doi.org/10.1016/j.carbpol.2013.02.055>
- Lian, B., Kristiawan, M., & Fitriya, R. (2018). Giving creativity room to students through the friendly school's program. *International Journal of Scientific and Technology Research*, 7(7).
- Murdiyanto. (2015). *Darurat Kekerasan Seksual Anak*. B2P3KS Press.
- Opdenakker, M. C., Maulana, R., & den Brok, P. (2012). Teacher-student interpersonal relationships and academic motivation within one school year: developmental changes and linkage. *School Effectiveness and School Improvement*, 23(1). <https://doi.org/10.1080/09243453.2011.619198>
- Papalia, D. E., Old, S. W., & Feldman. (2008). *Human Development*. Prenada Media Group.
- Peraturan Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak Nomor 12 Tahun 2011 tentang Indikator Kabupaten/Kota Layak Anak, Pub. L. No. 12 Tahun 2012 (2011).
- Probosiwi, R., & Bahransyaf, D. (2015). PEDOFILIA DAN KEKERASAN SEKSUAL: MASALAH DAN PERLINDUNGAN TERHADAP ANAK. *Sosio Informa*, 1(1). <https://doi.org/10.33007/inf.v1i1.88>
- Qodar, N. (2020). Survei ICRW: 84% Anak Indonesia Alami Kekerasan di Sekolah. *Www.Liputan6.Com*. <https://www.liputan6.com/news/read/2191106/survei-icrw-84-anak-indonesia-alami-kekerasan-di-sekolah>.
- Ramadhan, A. (2023). Laporan Kasus Kekerasan terhadap Anak dan Perempuan Meningkat 3 Tahun Terakhir. *Kompas.Com*. <https://nasional.kompas.com/read/2022/01/20/12435801/laporan-kasus-kekerasan-terhadap-anak-dan-perempuan-meningkat-3-tahun#:~:text=Angka laporan kasus kekerasan terhadap,pada 2020%2C dan menjadi 15.972>.
- Rangkuti, S., & Maksum, I. R. (2019). Analisis Implementasi Kebijakan Sekolah Ramah Anak Di Smp Negeri 6 Depok. *Natapraja*, 7(2). <https://doi.org/10.21831/jnp.v7i2.24757>
- Rangkuti, S. R., & Maksum, I. R. (2019a). Analysis Of Children's Friendly School Policy Implementation In Smp Negeri 6 Depok. *JPSI (Journal of Public Sector Innovations)*, 4(1). <https://doi.org/10.26740/jpsi.v4n1.p8-19>
- Rangkuti, S. R., & Maksum, I. R. (2019b). Implementasi Kebijakan Sekolah Ramah Anak Dalam Mewujudkan Kota Layak Anak di Kota Depok. *Publik (Jurnal Ilmu Administrasi)*, 8(1). <https://doi.org/10.31314/pjia.8.1.38-52.2019>
- UNICEF. (2009). *Manual Child-Friendly School*.