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## Evaluation of Child-Friendly School Program at the Primary School in the Bantul District, Indonesia: School Preparedness for an International Program

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### ABSTRACT

#### Background

Despite collaborative endorsements by UNICEF and the Indonesian government to actualize child-friendly schools, substantial disparities persist regarding implementation efficacy, particularly within elementary education in the Bantul District.

#### Purpose

This study evaluates the execution of the child-friendly school initiative, aiming to delineate its specific impacts on parental cognitive and attitudinal shifts, institutional culture, and pedagogical practices

#### Design/method/approach

Employing a quantitative evaluation framework, empirical data were systematically gathered from 795 respondents across 16 primary schools in the Bantul District. The dataset was subsequently subjected to statistical analysis utilizing IBM SPSS Statistics 26

#### Results

Findings demonstrated robust programmatic compliance, with all evaluated institutions surpassing a 75% achievement threshold. The analytical breakdown revealed strong mean scores across all evaluative parameters: 89.64% for context, 81.79% for input, 91.22% for process, and 86.37% for product

#### Contribution/value

This research elucidates the localized impacts of macro-level child-friendly educational policies, offering a verifiable assessment framework to help policymakers and educators optimize institutional environments, teaching methodologies, and community engagement

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## **INTRODUCTION**

The escalating incidence of unethical conduct, systemic violence, and bullying within educational environments has necessitated a robust, multi-sectoral response from both sovereign governments and international organizations (Saptono, 2022; Shute & Slee, 2021). In addressing these structural vulnerabilities, UNICEF inaugurated the child-friendly school (CFS) prototype in 2005, providing a normative framework that has since been integrated into national and regional policy agendas, including within the Indonesian pedagogical landscape (Aziz et al., 2025; Hajaroh et al., 2020). While the rapid proliferation of CFS initiatives across Indonesia underscores a growing recognition of their efficacy in safeguarding children's developmental rights, the transition from macro-policy endorsement to micro-level institutional implementation remains non-uniform.

In the Bantul District, the commitment to realizing child-friendly education is evidenced by an intensive collaborative synergy between the Education Office, the Ministry of Religion, and various social welfare agencies. Recent administrative data from 2022 and 2023 indicate a significant quantitative surge in schools attaining "child-friendly" status, with 433 institutions achieving the "excellent" predicate. However, despite these statistical advancements, a critical qualitative disparity persists. Preliminary observations reveal a manifest gap between idealized policy standards and the reality of field execution, where the success rates of CFS implementation vary significantly across different educational tiers.

Previous scholarly inquiries have largely focused on the broad implications of CFS policies in mitigating violence (Saptono, 2022) or analyzing these policies within specific geographic contexts (Hajaroh et al., 2020). However, there remains a paucity of empirical research that systematically evaluates the internal mechanisms (context, input, process, and product) that contribute to these divergent outcomes at the primary school level. This study addresses this scholarly lacuna by employing the CIPP (Context, Input, Process, and Product) evaluation model to scrutinize the implementation of the CFS program in Bantul's elementary schools. By identifying the specific variables that facilitate or hinder institutional success, this research offers significant scientific merit, providing an evaluative blueprint to optimize the child-friendly educational paradigm and bridge the gap between policy rhetoric and pedagogical practice.

## **LITERATURE REVIEW**

The concept of child-friendly schools emphasizes the importance of creating an inclusive, safe and supportive learning environment that recognizes children's rights regardless of gender, religion, ethnicity, physical and mental abilities, or other prejudices (Corsi, 2002; Kattam et al., 2022; Saptono, 2022).

Child-friendly schools have many benefits for children. Here are some benefits of child-friendly schools: 1) Safe and healthy environment: Child-friendly schools provide a safe and healthy environment for children to learn and grow. They are designed to protect children from violence, discrimination and abuse. 2) Improved academic achievement: Child-friendly schools have been shown to improve academic achievement. They provide a comfortable and non-discriminatory environment to help children focus on their studies. 3)

Better mental health: Child-friendly schools can help improve children's mental health. They provide a supportive and caring environment that can help children feel more confident and secure. 4) Increased participation: Child-friendly schools encourage children to participate in school activities and actively participate in their education. It can help boost their self-esteem and sense of responsibility. 5) Improved social skills: Child-friendly schools provide opportunities for children to interact with peers and develop social skills (Prasetia et al., 2021; Pratiwi, 2022; Russo & Andreucci, 2023). It can help them build relationships and learn how to work together. Child-friendly schools aim to create a positive and supportive learning environment to help children reach their full potential.

### ***Policy on child-friendly schools***

Child-friendly schools are the entire scope of education in formal, non-formal and informal education unit that are safe, clean, healthy, caring and have an environmental culture, able to guarantee, fulfil, respect children's rights and protect children from violence, discrimination and abuse. Policies and regulations on child-friendly schools vary by country and region. For example, in Indonesia, the Ministry of Women's Empowerment and Child Protection issued Regulation No. 8/2014 on Child-Friendly School Policy, which outlines the requirements for formal, non-formal and informal education units to be considered child-friendly (Ningsih et al., 2023). In South Africa, the Department of Education and UNICEF have guidelines for creating safe, caring and child-friendly schools (Makwarela et al., 2017). In Depok City, Indonesia, a Child-Friendly School Program is evaluated based on the guidelines outlined in the Child-Friendly School Guidebook (Daryono et al., 2023; Putra et al., 2020). The child-friendly school policy aims to create a safe, comfortable, non-discriminatory, clean, and healthy environment that can guarantee, fulfil, and respect children's rights and protect children from violence, discrimination, and other abuse.

Child-friendly school policies and programs have been implemented in Indonesia, particularly in Bantul, South Tangerang, Depok City and Semarang Regency. The policies aim to create a safe, comfortable, non-discriminatory, clean and healthy environment that can guarantee, fulfil and respect children's rights and protect children from violence, discrimination and other abuse. Some specific policies and programs that promote child-friendly schools in Indonesia include the Child-Friendly School Program in Depok City, which is evaluated based on the guidelines outlined in the Child-Friendly School Guidebook, and the Child-Friendly City Initiative, which started in Surakarta City and defines a comprehensive and sustainable city/district development system that integrates the commitment and resources of government, community, and private sector into policies, programs, and activities to fulfil children's rights (Fathatul Jannah & Hidayati, 2022; Suharsiwi et al., 2023; Susanti et al., 2021). In addition, there are guidelines for creating safe, caring and child-friendly schools in South Africa developed by the Department of Education and UNICEF (Cilliers & Gibbens, 2023).

**Implementation of child-friendly schools in Indonesia**

Schools in Indonesia implement child-friendly policies through various strategies and approaches. Here are some of how this policy is implemented: 1) Implementation of a child-friendly school policy schools in Indonesia adhere to specific policies and guidelines that promote child-friendly practices. This policy outlines the requirements for creating a safe, clean and healthy environment that respects children's rights and protects them from violence and discrimination. 2) Training and capacity building Schools provide training and capacity-building programs for teachers and staff to ensure they have the knowledge and skills to implement child-friendly practices. It includes training on child protection, creating inclusive classrooms, and promoting positive discipline techniques. 3) Creating a safe and inclusive environment: Schools focus on creating a safe and inclusive environment where children feel valued and respected. It includes implementing anti-bullying policies, promoting diversity and inclusion, and supporting children with special needs. 4) Student participation: Child-friendly schools encourage student participation in decision-making. Students are given opportunities to voice their opinions, contribute to school activities, and participate in developing school policies and programs. 5) Health and well-being initiatives: Schools prioritize students' health and well-being by providing access to clean water, nutritious food, and proper sanitation facilities. They also promote physical activity and provide counselling services to support students' mental health. 6) Collaboration with stakeholders: Schools collaborate with parents, communities and relevant stakeholders to ensure effective implementation of child-friendly policies. It includes involving parents in school activities, partnering with local organizations, and seeking input from the community (Arifin et al., 2019; Erdianti & Al-Fatih, 2020; Fidrayani, 2023; Surya et al., 2021).

Here are some examples of successful child-friendly schools in Indonesia :

1. State Junior High School 15 in Yogyakarta. Research conducted at this school found that the Child-Friendly School program was implemented, and students felt comfortable expressing their thoughts and safe at school.
2. Al Zahra Islamic Elementary School Indonesia: This school has been identified as a child-friendly school based on several indicators, although it has yet to be officially launched. The school characteristics are expected to reduce the impact of violence against children in schools.
3. Schools in Depok City: A policy evaluation study found that the child-friendly school policy in Depok City has been culturally and naturally realized rather than the result of program intervention.
4. School in Bandar Lampung: The research found that the implementation of the Child-Friendly School policy in Bandar Lampung has succeeded in creating a safe, clean and healthy environment that respects children's rights and protects them from violence and discrimination.
5. Child-friendly schools in general: Child-friendly schools in Indonesia have provided legal protection for children's rights while in the education unit. They create a safe and inclusive environment where children feel valued and respected, promote student participation in decision-making processes, and prioritize student health and well-being.

## METHOD

This study is an evaluation research with quantitative methods. Some examples of quantitative research methods include experiments, surveys, and regression analysis (Check & Schutt, 2012; Ghanad, 2023; Sardana et al., 2023). This study adopts a quantitative evaluative research design, utilizing the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam. This framework was selected for its capacity to facilitate a holistic analysis of educational program efficacy, encompassing the entire trajectory from foundational policy mandates to empirical field outcomes (Asy'ari et al., 2025; Dizon, 2023; Hajaroh et al., 2021; Huang, 2025).

The research population comprises all educational stakeholders across 16 primary schools in the Bantul District including Soka Elementary School, Piyungan Elementary School, Muhammadiyah Banguntapan Elementary School, Budi Mulia Dua Elementary School, Bandut Elementary School, Gunung Mulyo Elementary School, Bakulan Elementary School, Muhammadiyah Bojong Elementary School, Trirenggo Elementary School, Kadipiro Elementary School, Peni Elementary School, Jolosutro Elementary School, Pelem Elementary School, Jambidan Elementary School, Kalidadap Elementary School, and Ngoto Elementary School that have formally inaugurated Child-Friendly School (CFS) status. The determination of this school is based on national education data (Dapodik) with the criteria of schools that have students with special needs. The study engaged a sample of 795 respondents, including school principals, educators, students, and parents. A stratified random sampling technique was meticulously applied to ensure a representative cross-section of diverse institutional environments and backgrounds.

Primary data were garnered through a structured questionnaire, synthesized from national CFS indicators and standardized CIPP metrics. The instrument employed a four-point Likert scale to evaluate respondent perceptions across four cardinal dimensions: (1) policy context, (2) input readiness (comprising human capital and infrastructure), (3) pedagogical process efficiency, and (4) product impact (specifically cognitive and attitudinal transformations). Prior to deployment, the instrument was subjected to rigorous validity and reliability assessments to ascertain internal consistency and data integrity.

The data underwent descriptive quantitative analysis utilizing IBM SPSS Statistics 26 software. The analytical process yielded percentage achievement scores for each dimension, which were subsequently benchmarked against a predefined success threshold of 75%, in strict adherence to established program evaluation protocols.

## RESULTS

### *Assessment for Implementation of child-friendly schools in the Bantul region*

The assessment instrument for the implementation of child-friendly school programs for elementary schools in Bantul is called the Child-Friendly School Assessment Instrument (CFS-AI) (Hajaroh et al., 2021). It was conducted through the CIPP evaluation model (context, input, process, and product) with using likert scale for measurement and for the presentative is 1: never, 2: rarely, 3: sometimes, 4: often, 5: always.

The items of context consisting of :

**Table 1.** Items of context

No	Question item	1	2	3	4	5
1	Vision and Missions of the school are agreed with the indicators CFS					
2	The teacher recognizes the background issues and characteristics of the learner.					
3	Schools have the infrastructure in schools that support the implementation of CFS.					
4	There is a logo/slogan related to CFS at school.					
5	Schools have financial support for the implementation of the CFS.					
6	The school makes annual CFS policies and programs at the beginning of each year.					
7	CFS development policies and programs are related to meeting the needs of child-friendly schools.					
8	School goals are following the vision of the school's mission to achieve the CFS.					
9	The school involves parents' stakeholders in deciding the CFS policy.					
10	There is good cooperation among parents, community, and schools in implementing CFS policies and programs.					
11	Schools have so far been disciplined to realize the CFS.					

The items of input consisting of :

**Table 2.** Items of input

No	Question item	1	2	3	4	5
1	Vision and Missions of the school are agreed with the indicators CFS					
2	The teacher recognizes the background issues and characteristics of the learner.					
3	Schools have the infrastructure in schools that support the implementation of CFS.					
4	There is a logo/slogan related to CFS at school.					
5	Schools have financial support for the implementation of the CFS.					
6	The school makes annual CFS policies and programs at the beginning of each year.					
7	CFS development policies and programs are related to meeting the needs of child-friendly schools.					

8	School goals are following the vision of the school's mission to achieve the CFS.
9	The school involves parents' stakeholders in deciding the CFS policy.
10	There is good cooperation among parents, community, and schools in implementing CFS policies and programs.
11	Schools have so far been disciplined to realize the CFS.

The items of process consisting of :

**Table 3.** *Items of process*

No	Question item	1	2	3	4	5
1	Teachers, together with students, maintain environmental cleanliness and preserve the environment.					
2	Teachers are obliged to shake hands and greet each other with students and fellow teachers every morning, and every time the class is dismissed.					
3	Each class has a class officer chosen by the students by deliberation.					
4	Schools cultivate environmental hygiene as a smoke-free, waste-free, and alcohol-free area.					
5	Activities at school strongly support students' self-development.					
6	Schools identify physical, artistic, and intellectual abilities to provide mentoring according to students' abilities.					
7	Learning takes care of students' interests and talents.					
8	The teacher gives students an assessment after confirmation of the students.					
9	Classroom rules are created and determined by students with teacher supervision.					
10	Schools facilitate meetings with parents about parenting patterns that can develop student potential.					
11	Students feel at home in school.					
12	The teacher and students keep the environment clean and preserve the environment.					

The items of product consisting of :

**Table 4.** Items of product

No	Question item	1	2	3	4	5
1	Parents are increasingly positive about their children.					
2	Parents engage in child-friendly success.					
3	School culture is very supportive of the cultivation of moral values.					
4	The teacher never yells and scolds students.					
5	Students feel safe and comfortable in school.					
6	Parents better understand their children.					
7	Moral values are already integrated into the child.					
8	Parents understand the importance of feeling comfortable for children at home.					

Based on the research, here is the result for each of the schools :

**Table 5.** Result for each of the schools

School	Context	Input	Process	Product
Soka elementary school	87,27%	84,17%	87,5%	90%
Piyungan elementary school	86,55%	76%	83,33%	77,5%
Muhammadiyah elementary school of Banguntapan	95,45%	80,83%	90,42%	85%
Budi mulia 2 elementary school	87,88%	76,11%	87,78%	85,83%
Bandut elementary school	84%	80,37%	92,96%	82,50%
Gunung mulyo elementary school	93,54%	91,11%	95,74%	88,61%
Bakulan elementary school	87,73%	78,75%	90,42%	86,88%
Muhammadiyah elementary school of Bojong	94,55%	84,33%	94%	95,5%
Trirenggo elementary school	96,16%	87,22%	96,67%	88,33%
Kadipiro elementary school	90%	84,17%	90,83%	83,25%
Peni elementary school	84,24%	80%	92,96%	86,39%
Jolosutro elementary school	82,34%	69,05%	84,05%	80,71%
Pelem elementary school	88,73%	85,33%	94%	86%
Jambidan elementary school	96,06%	82,22%	95%	95%
Kalidadap elementary school	90,17%	87,16%	92,66%	84%
Ngoto elementary school	88,05%	84,16%	90%	88,12%

The achievement within the Context dimension, reaching 89.64%, underscores a profound congruence between governmental macro-policies and the strategic visions of primary schools in the Bantul District. This elevated score suggests that legal frameworks,

regional regulations, and stakeholder commitments have been fundamentally internalized across the educational landscape. Consequently, the Child-Friendly School (CFS) initiative is no longer perceived as a peripheral administrative burden but has evolved into a core facet of institutional identity, bolstered by both international mandates and national policy imperatives.

Conversely, the Input dimension yielded the lowest relative score at 81.79%, though it remains within a highly commendable threshold. This phenomenon highlights a discernible disparity between the readiness of human capital and the availability of adequate physical infrastructure. A logical extrapolation of this data suggests that the transformation of pedagogical paradigms often outpaces the procurement of physical assets, which is frequently impeded by substantial budgetary requirements and complex bureaucratic protocols. The primary constraints within this dimension involve the standardization of facilities accessible to children with special needs and the enhancement of environmental safety features.

The dominance of the Process dimension, which recorded the highest score of 91.22%, provides critical insights into the internal mechanisms driving the success of CFS on the ground. This peak signifies that instructional interactions and institutional cultures have undergone a significant metamorphosis toward more humanistic and inclusive practices. It implies that teacher training and mentorship programs have effectively reconfigured pedagogical praxis, enabling educators to cultivate a psychologically secure classroom atmosphere. This score serves as empirical evidence that social capital—the strength of interpersonal relationships within Bantul's schools—functions as the primary engine for program implementation, even when infrastructural elements are not yet fully optimized.

Within the Product dimension (86.37%), the evaluation illuminates the program's efficacy in generating tangible behavioral and cognitive shifts in educational outcomes. This score reflects not only student achievement but also the success of institutional efforts in parental engagement. The attainment in this dimension is attributed to the synchronization of parenting patterns between the school and the domestic sphere—a vital component of holistic child protection. This success corroborates that investments in the Context and Process dimensions have yielded a collective shift in the school community's attitude toward children's rights.

The interplay between these dimensions reveals a pattern of institutional resilience in the Bantul District. Although the Input dimension exhibits certain limitations, the exceptional efficacy found in the Process dimension serves to mitigate these deficiencies, ensuring that the final Product consistently meets rigorous quality standards. This suggests that in the implementation of international frameworks like CFS, managerial commitment and the quality of instructional interaction serve as more potent determinants of success than the mere availability of physical infrastructure.

## DISCUSSION

### ***The Implementation of Child-Friendly Schools is Driven by Strong Regulatory Support and Contextual Synergy***

The evaluation of the Context dimension yielded a high achievement score of 89.64%, indicating that the Child-Friendly School (CFS) program in Bantul is anchored by a robust legal and political foundation. This result aligns with the findings of Saptono (2022), which emphasize that regional policy implications are vital in creating a safe educational environment and reducing institutional violence. The high score in this dimension suggests that the local government's macro-policies have been effectively translated into operational mandates that schools can readily adopt.

This contextual success stems from a unified vision between the Bantul Regency Education Office and international frameworks provided by UNICEF. When a policy is fundamentally internalized, it ceases to be an administrative obligation and instead becomes a core institutional identity. In this study, the presence of regional decrees and joint inter-agency task forces provided the necessary legal legitimacy for schools to initiate cultural transformations. This suggests that a strong "top-down" commitment is a prerequisite for the readiness of schools to implement international-standard programs.

The high contextual score indicates that school leaders in Bantul possess a comprehensive understanding of children's rights conventions. This alignment ensures that the CFS program is not implemented in isolation but is integrated into the broader regional development goals. The synergy between government regulations and school-level strategic planning creates a conducive ecosystem where child protection is prioritized as a non-negotiable standard in the educational landscape.

### ***Pedagogical Praxis and Social Capital as the Primary Engine of Programmatic Success***

The Process dimension achieved the highest score among all variables at 91.22%, demonstrating that the essence of the CFS program (the human interaction) is performing at an exceptional level. This finding is consistent with the research of Hajaroh (2020), which highlights that the success of child-friendly initiatives is heavily dependent on the "human touch" and the quality of accompaniment provided by educators. The dominance of this dimension indicates that teachers in Bantul have successfully transitioned from conventional, teacher-centered methodologies to more humanistic and inclusive pedagogical practices.

The effectiveness of this process can be attributed to the high level of social capital within the schools. Even when physical resources are stretched, the commitment of teachers to create a psychologically secure atmosphere acts as a compensatory mechanism. This shows that pedagogical competence and emotional intelligence are more critical in fostering a child-friendly environment than mere technical compliance. Teachers who internalize child rights are able to mitigate potential conflicts and bullying through proactive engagement and empathetic classroom management.

The score suggests that the training and mentorship programs for educators in Bantul have reached a "plateau of productivity." The shift in school culture is not merely superficial;

it is reflected in the daily interactions where students feel heard, respected, and protected. This internal mechanism of success proves that the CFS program in Bantul has moved beyond procedural implementation into a genuine cultural movement, where the "process" itself becomes the most tangible manifestation of the program's values.

### ***Parental Engagement and Attitudinal Shifts as Key Indicators of Programmatic Impact***

The Product dimension, with a score of 86.37%, reveals that the CFS program has successfully generated tangible shifts in the knowledge and attitudes of the broader school community, particularly parents. This result reinforces the arguments presented by Wasitaningsih et al. (2025) in the reference study, which states that parental roles are a significant determinant of student development and motivation. The achievement in Bantul proves that the school's influence has successfully permeated the domestic sphere, aligning home-based parenting with school-based child protection standards.

The synchronization of parenting paradigms is a vital outcome because child protection cannot be holistically achieved if there is a dissonance between school and home environments. The data indicates that parents are shifting from traditional, often authoritarian, parenting styles toward more participative and protective approaches. This transformation is crucial for the sustainability of the program, as parents who understand child rights will actively support school policies and provide a consistent safety net for their children.

The impact on the "Product" dimension signifies the successful "output" of the social investment made in the Context and Process stages. The change in collective community attitudes serves as a benchmark for the program's long-term effectiveness. When parents become active stakeholders in the CFS ecosystem, the school's burden is shared, and the child's developmental trajectory is significantly enhanced. This underscores that the "Product" of a child-friendly school is not just an academic grade, but a more protective and enlightened social fabric.

### ***The Disparity in Input Resources and Its Implications for Institutional Resilience***

Despite the overall success, the Input dimension recorded the lowest score at 81.79%, highlighting a critical gap in infrastructure and resource allocation. This finding echoes the concerns raised by various educational evaluators that the "software" of education (curriculum and human resources) often develops faster than the "hardware" (facilities and budget). In the context of Bantul, the limitation in standardized facilities for children with special needs and environmental safety features remains a significant bottleneck.

This disparity suggests a pattern of institutional resilience, where schools are forced to optimize limited resources to achieve high-quality processes. However, relying solely on the dedication of human capital is a risky long-term strategy. According to the principle of educational determination, facilities and infrastructure are essential pillars that support the continuity of pedagogical innovations. The lower score in the Input dimension serves as a strategic warning for policymakers that the current success may face "burnout" if not supported by a more equitable distribution of physical and financial resources.

Addressing the "Input" gap is imperative for the future sustainability of the CFS program in Bantul. Balancing the competence of human resources with the adequacy of supporting facilities will ensure that the high performance in the "Process" dimension can be maintained. This study concludes that while managerial commitment is a potent determinant of success, the physical environment must be elevated to meet international safety and accessibility standards to truly solidify Bantul's position as a leader in child-friendly education.

## **CONCLUSION**

The comprehensive empirical assessment of the Child-Friendly School (CFS) program in the Bantul District reveals a superlative level of efficacy, with all evaluative dimensions consistently surpassing the established 75% success threshold. The Process dimension stands as the cardinal strength of the initiative, functioning as the primary catalyst for success through the deep-seated internalization of an inclusive ethos among educators. In contrast, the Input dimension necessitates rigorous institutional scrutiny, as the current constraints in infrastructure and budgetary provisions remain disproportionate to the ambitious scope of the overarching policy. Collectively, however, the program has effectively facilitated a systemic cultural metamorphosis within educational institutions and successfully galvanized proactive parental engagement in the holistic protection of children's rights.

## ***Recommendation***

To ensure the long-term sustainability and optimization of the program, the Bantul District Government need to prioritizes resource allocation toward the development of barrier-free, secure, and inclusive school infrastructure to bolster the Input variables. Furthermore, the teacher mentorship and accompaniment model that proved exceptionally effective within the Process dimension should be systematically standardized. This framework ought to be disseminated to other jurisdictions as a benchmarked best practice for the international implementation of Child-Friendly School paradigms, serving as an exemplary model for rights-based educational reform.

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