Evaluation of the child-friendly school program (SRA) in Public Elementary Schools in East Kotawaringin Regency Using the CIPPO Model

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Article Information	ABSTRACT
	This research aims to evaluate the implementation of child-friendly school programs in public elementary schools in Mentawabaru Ketapang District, East Kotawaringin Regency. The research method used in this research is qualitative research with the CIPPO (Context, Input, Process, Product, and Outcome) evaluation model. The results of this research showed that: (1) the results of an evaluation of the context in which the SRA Program was implemented were in accordance with the legal basis and in accordance with community needs; (2) the results of the input evaluation are the unavailability of KHA-certified teaching staff and the need for supporting facilities that comply with SRA regulations; (3) the results of the process evaluation aspect which is based on the linkage of the program with the internalization of child-friendly values in the curriculum and all learning processes which are very good but there is still minimal stakeholder cooperation; (4) the results of the evaluation of the results during which the SRA program was implemented can be seen from the percentage reduction in violations committed by students by an average of 23.6%; (5) the results of the output aspect are that students have felt a positive impact on the formation of character or attitudes or behavior which then has an impact on the school environment and the community environment. It is hoped that the results of this research can become a reference for improvement for all parties involved in implementing the SRA program.

Keywords: Evaluation, Child-Friendly School Program, CIPPO.

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INTRODUCTION

The Convention on the Rights of the Child (CRC) has mandated all nations of the world to fulfill the rights child to create healthy, intelligent, cheerful, moral children in a noble and loving homeland. The Implementation of the CRC is tied morally and legally for countries that sign and ratify it. Indonesia signed the CRC on January 26, 1990, and ratified the CRC through Presidential Decree Number 36 of 1990 concerning the Validation *Convention on the Rights of the Child* (CRC). Ratification is a step that formally binds the state, in the people's name, to fulfill obligations and responsibilities outlined in the CRC. Thus, the state is obliged fulfil the rights child by a commitment that the state guarantees every child a better future. Four rights-based children in the KHA are required to be fulfilled by the state, namely:

1. The right to continuity of life, namely the rights of the child To maintain life and rights to obtain standard health and care as best as possible;
2. The right to grow flowers, which includes all rights To get an education and for a standard decent life for the development of the physical, mental, spiritual, moral, and social child;
3. The right to get protection, which includes protection from discrimination, action violence, as well as neglect for children who do not have family and for children refugees;
4. The right to participate, including rights For state opinion in all things that influence a child.

The Indonesian Government made various efforts to fulfill the rights child after ratifying the CRC and its instruments international related others, namely by publishing related legislation with the protection child and various programs and policies. One of the efforts to fulfill the rights of children in Indonesia is the publication of the Regulation of the Minister of PPPA Number 2 of 2009 concerning Policy Child-Friendly Districts /Cities, which was then updated through the Regulation of the Minister of PPPA Number 12 of 2022 concerning Implementation Child-Friendly Regency /City. The ultimate goal to be achieved in the Implementation of a Child-Friendly District /City is realizing conditions of Child-Friendly Indonesia (IDOLA) in 2030, in line with the UN program,

namely the Sustainable Development Goals (SDGs) in 2030. The Ministerial Regulation arranges mechanism organization. The next Child-Friendly Regency /City abbreviated as KLA, namely district/city with system development that guarantees the fulfillment of children's rights and protection of special children, is done in a planned, comprehensive, and sustainable way. The Implementation of KLA includes stages :

a. Planning;
b. Pre -KLA;
c. Implementation of KLA;
d. Evaluation and
e. determination of KLA Ranking.

Through the Ministry of Women's Empowerment and Child Protection (Kemen PPPA), the Government encourages all over cities and districts to make the KLA program a must to fulfill rights and protect a child. As an effort To support government programs centered on the fulfillment of rights and protection of children, Government Regency East Kotawaringin issued Policy Child-Friendly Regency through Regent's Decree East Kotawaringin City Number: 188.45/0009/Huk-DPPPAPPKB/2023 concerning Establishment of Task Force Child-Friendly Districts at District Level East Kotawaringin. The Government Regency East Kotawaringin does various businesses that implement KLA to make a child-friendly city. Based on the results evaluation of the Ministry of Women's Empowerment and Child Protection (PPPA) of the Republic of Indonesia in 2023, Evaluation results Child-Friendly District /City conducted by the Assessment Team from the Ministry of PPPA that Regency East Kotawaringin gets predicate Child-Friendly Regency /City Category Primary.

Regency East Kotawaringin is one of the districts that won the Child-Friendly City /District level Pratama in Central Kalimantan. To reach a Child-Friendly Regency/City, Regency East Kotawaringin is mandatory to fulfill 31 indicators, which are divided into 5 (five) clusters, namely Civil rights and Freedoms Civil rights and freedoms cluster environment family and parenting Alternative Cluster health basic and welfare; Cluster education, utilization time leisure and activities art culture; and Cluster the fifth is protection special; and Cluster Institutions.

Next Child-Friendly School called SRA is a sub-KLA indicator in the Education Cluster, Utilization of Free Time, and Activities Culture, which includes (a) the numbers participation in education children early; (b) the percentage must Study 12 (twelve) years of education; (c) percentage school friendly children; (d) number schools that have programs, facilities and infrastructure journey child to and from school; and (e) available facility For activity creative and recreational friendly child, outside school, which can accessed all child.

SRA indicators are variables that help measure and provide marks to unit education in striving for fulfillment, assurance, and protection of children's rights for realization at A child-friendly school. There are 6 (six) indicators for measuring SRA achievements, including:

1. SRA Policy;
2. Implementation Curriculum;
3. Educators and Education Personnel Children's Rights Training;
4. SRA Facilities and Infrastructure;
5. Participation; and
6. Participation of Parents, Community Institutions, Business World, Other Stakeholders, and Alumni.

In order to promote school-friendly children throughout Indonesia, the Ministry of Women's Empowerment and Child Protection issued a Regulation of the Minister of PPPA Number 8 of 2014 concerning the Child-Friendly Schools Policy. "Policy Child Friendly Schools (SRA)". The Ministerial Regulation is intended as a reference for stakeholders' interest, including Children in developing Child-Friendly Schools, next called SRA, to realize one of KLA indicators. SRA is a unit of formal, non-formal, and informal education that is a safe, clean and, healthy, caring, and cultured environment alive, able to guarantee, fulfill, appreciate the rights of children and protect children from violence, discrimination, and other mistreatment as well as support participation child, especially in planning, policy, learning, supervision and mechanisms complaint related fulfillment rights and protection children in education. One of the objectives of arranged policy for friendly children is To fulfill, guarantee, and protect the right children, ensure that unit education is capable of developing interests, talents, and abilities children, and prepare children responsible for a tolerant life, mutual respect, and cooperate For progress and spirit peace. Unit education can give birth to a smart generation in intellectual, emotional, and spiritual ways.

Implementation Policy Child-Friendly Schools in the Regency East Kotawaringin was carried out in 2022 with the issuance of the Decree of the Head of the District Education Office East Kotawaringin Number: 800/1725/ Skrt /2022 regarding Determination Child-Friendly Schools in the Regency East Kotawaringin 2022. A total of 56 units of education are determined as Child-Friendly Schools in the Regency East Kotawaringin, including 14 (four twelve) SRA Kindergarten (TK) level, 18 (eight) twelve) SRA level Elementary Schools (SD), and 26 (twenty-six) SRA level School Intermediate First (junior high school).

Policy Child-Friendly Schools in the Regency East Kotawaringin has walked for 2 (two) years but Still just found case violence in the environment school even happened in a school that has to bear school friendly child. Many schools have set up a school-friendly child but have not yet implemented programs related to the SRA program. Research This will analyze the implementation policy of school-friendly children. Monitoring and evaluation of the Implementation of the SRA program at the school level in Regency East Kotawaringin is considered necessary to see the benefits obtained from the implementation of the SRA program.

Study This No Let Go refers to previous research related to the main research. Research conducted by (Irham and Nanang, 2018) on implementing a Child-Friendly School at SDN Geger Tegal Rejo, aims For a culture school that is implemented through school-friendly children. Research results show that implementing school-friendly children at Geger Tegal Rejo Elementary School refers to the standard classification of school-friendly children initiated by the Ministry of Education and Culture. Furthermore, research conducted by Kurniawan, Ansar & Arwildayanto (2020) on the Implementation of the Child-Friendly School Program in Schools Upper Middle Schools shows 6 (six) SRA indicators already is at 91.40 %, which means almost all SRA indicators already fulfilled. In addition, researchers also use relevant references from (Nura, 2020) about the Evaluation of the Child-Friendly School Program at Ngupasan Elementary School, Yogyakarta, Using the CIPP Model *(Context, Input, Process, and Product).* The results of the SRA evaluation were reviewed from 4 aspects: *Context, Input, Process, and Product.* This shows that the school has committed to implementing school programs that are friendly and comprehensive because they have been proven to provide positive benefits for all inhabitant schools. The study from susana (2021) Expected results from the implementation policy of friendly child is the realization safe and fun school for participants Because free from violence that occurred between participants and violence committed by educators and staff education; the formation of behavior educators and staff perspective- based education child; implementation discipline positive that helps child For think and act Correct For child who is considered neglect his obligation No sanctions or the punishment that was given during This done and improve participation participant educate in the learning process and in taking decisions at school. Based on the results, the study concluded that the policy of friendly children at State Elementary School 028266 Binjai pushes all over the inhabitant school For a care to environment school and anti-violence so that the atmosphere in the school becomes healthy, safe, and comfortable. In the next Study Yuyun, Zarkasih, Sapriati (2022) found that the Evaluation of SRA policy is in a very good category. This result is depicted based on tendency scores obtained in the evaluation of SRA policy, where the tendency answer of the Respondent is in the very good and good category with a total of 100%. This result shows that SRA policy that marks with indicator own document anti-violence policy, implementing or implement anti-violence policy to participant education, do effort To prevent participants educate separated school, have commitment To apply SRA principles in management based on school and RKAS every year, there is a process of awareness and support for inhabitant unit education For understand: gender, the convention on the Rights of the Child, and children in need protection special.

Based on data from the Ministry of Education, Culture, Research, and Technology, odd semester data In 2023/2024 there were 315 Public Elementary Schools in the Regency East Kotawaringin. Of the 315 State Elementary Schools recorded until 2023, only 17 schools have school-friendly children in the District Education Office environment in East Kotawaringin. From the data, only 5.39% of public elementary schools have school-friendly children status in the Regency East Kotawaringin. This data explains that part of the largest number of public elementary schools in the district of East Kotawaringin is said to be not yet worthy of becoming school-friendly children. Then, from results observations in May 2024 were carried out at one of the state elementary schools with the status of school-friendly children in the District Mentawa Baru Ketapang, Regency East Kotawaringin still seen some SRA programs that are still Not yet implemented, including 1) In the KTSP document it is not yet There is written about school programs friendly children, 2) In facilities and infrastructure Still Not yet friendly child or Not yet adequate For implementation school friendly child, 3) school Still Not yet socialize about school friendly children and violence to the child. The above problem explains the gap between standards or something to look forward to with implementation in the field. Besides, research about school program evaluation-friendly child-level schools based in the Regency East Kotawaringin has not yet been done. Once done, researchers consider evaluating the SRA program very important. Evaluation This aims To know factor inhibitors and supporters in Implementation SRA activities that have been implemented by 17 schools the foundation of the country with SRA status in the Regency East Kotawaringin.

SRA program is important For evaluation to be known planning that has been done, implementation is underway, and change character consequence of the program (Banamtuan, 2019). The program is a unit or a unity activity, so it is said that the program is a system gathering from the sub-systems that work to reach an objective activity in An organization. So that the program can still implemented with good, leading to objective organization, so need done evaluation. The evaluation was carried out with the target of a program called program evaluation. Purwanto added that There are three reasons Why the need for program evaluation, namely: 1) to show the existence and funds spent to achieve, 2) to decide whether activities carried out will forwarded or stopped, 3) to gather information on how to develop programs in the future. So that, after the evaluation, will There be a Policy for the program to be continued or discontinued? Program evaluation models have been Well-known and developed by experts. Basically, each model has advantages and disadvantages. Purwanto distinguishes evaluation models become eight, namely: 1) Scriven's formative-summative model, 2) CIPP model, 3) CSE-UCLA model, 4) Stake's countenance model, 5) Tyler's goal attainment model, 6) Provus's discrepancy model, 7) Scriven goal free model, 8) Kirkpatrick model (Nurul Hikmah Kartini, 2017).

CIPP evaluation model proposed by Stufflebeam & Shinkfield (1985) is A approach decision - making oriented evaluation decision (*a decision-oriented evaluation approach structured*) for give help to the administrator or decision-making leader decision. Stufflebeam pointed out that results evaluation will give an alternative breakdown problem for the taker's decision. The SRA program which is running in 17 Elementary Schools in the District East Kotawaringin will be evaluated using the CIPP evaluation model because, according to Eko Putro Widoyoko CIPP evaluation model is more comprehensive among the evaluation models others, because object evaluation No only on the results solely but also includes context, input, process, and outcome. In addition to the advantages said, one evaluation model side also has limitations, including the application of this model in the learning program field in the classroom has a level and lack of Implementation If No existing modification. The study will use the CIPPO evaluation model, which is modified from CIPP, so that the evaluation results are more in-depth. However, the researcher only researched school-friendly children in the sub-district Mentawa Baru Ketapang Regency East Kotawaringin because of the limited time. This is what becomes the background of the researcher. To do research entitled **" Evaluation of the Child-Friendly School Program at Elementary School Level in Mentawabaru Ketapang District, East Kotawaringin Regency Using the CIPPO Model".** With the existence of the study, this expected implementation policy of this child-friendly school at the elementary school level can give positive results and impacts that children and society can feel. The study results can be made into input and references for public elementary schools that have not fulfilled the Condition of becoming a school-friendly child.

METHOD

Research Methods Used in the Study This qualitative study uses the CIPPO Evaluation Model (Context, Input, *Process, Product, and Outcome*). The evaluation model used is a modified CIPPO Model from the CIPP model consisting of *context, input, process, product, and outcome.* The CIPPO evaluation model is an evaluation model that looks at a program as a system, so if the evaluator decides to use this model, then the evaluator must evaluate the program in more depth and detail based on its components. The use of the CIPPO evaluation model can describe program success in detail and comprehensively (jaedun, 2020). The evaluation component *context* that is an evaluation to need with program objectives, whether the SRA program has been walking with Good. Evaluation component *input* is evaluation to source program power that supports the implementation of the SRA program. Evaluation component: The process evaluates how the implementation process is SRA program activities and whether the activity has been implemented in accordance with the technical guidelines of program implementation. The Evaluation component product is the evaluation of the SRA program's results, whether the results per program expectations or not. Evaluation component *outcome* that is an evaluation to the benefits of the program for all over inhabitant school.

Study This was implemented in 6 State Elementary Schools with predicate school-friendly children in the District Mentawa Baru Ketapang Regency East Kotawaringin, research This was implemented in the year 2024/2025 teachings from July – September 2024. Data collection techniques were carried out through observation, interviews, and documentation. Observation tools used as follows:

1. Observation
   This researcher uses sheet observations containing checklist verification SRA indicators based on the Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 Concerning Policy Child-Friendly School. Observation results are used For complete and add results collection of data obtained through interviews.

2. Interview
   Interviews with the use of guidelines outline the main points, topics, or problems that are handled in talks, namely, the implementation of a school-friendly child. Interviews were done with the head school, class teachers, students, and parents.

3. Documentation
   Documentation methods are required as method Supporter for collecting data because this can obtain data on SK, Facilities and Infrastructure, curriculum friendly children who apply to SRA, and other data that supports and proves results verification SRA indicators in research.

The instrument study uses sheet observation to measure conformity between rule organization education-friendly child-based guidelines and school-friendly children in regulations of the Ministry of Women's Empowerment and Child Protection with the situation at school. Then, it is proven with documentation and interviews. Then, the data is analyzed using the CIPPO evaluation model. Analysis data evaluation CIPPO did by data type was obtained. In general, qualitative data was analyzed in a descriptive way and sorted in accordance with component evaluation context, input, process, product and result with standard or criteria Which was set previously.

Table 1. Indicators Evaluation SRA Components

Variables	Component
Evaluation Context Components	1. Background
	2. Vision and mission
	3. Target

Evaluation input components	1. Educator 2. Infrastructure	
Evaluation Process Components	1. Learning Process Teach 2. Participation Learners 3. Participation of Parents, Alumni, Business World, etc.	
Evaluation Product Components	1. Violation Rate Rule 2. Case Number of Incidents 3. Condition Environment 4. Condition Study Teach	
Outcome Evaluation	Attitude Behavior Student	

RESULTS AND DISCUSSION
Results

Following results achievement of successful implementation of the SRA program based on CIPPO evaluation at SDN SRA District New Mentawa The Grove:

Table II. Recap results CIPPO evaluation

Component	Indicator	Presentation
Context	Background	100.00%
	Vision and mission	100.00%
	Target	100.00%
Input	Commitment Written / Sra Policy	92.50%
	Educators and Education Personnel Trained in Children's Rights and SRA	16.87%
	Child-Friendly Facilities and Infrastructure	62.15%
Process	Implementation of Child-Friendly Learning Process	100.00%
	Children's Participation	50.00%
	Participation of Parents/Guardians, Alumni, Organizations, Society, and Business World	25.00%
Products	Violation Rate Rule	88.00%
	Case Number of Incidents	87.00%
	Condition Environment	90.00%
	Condition Study Teach	90.00%
Outcome	Attitude and Behavior Student	87.50%

Evaluation Results Component *Context*

Evaluation results of school program *context*-friendly SDN SRA children in the sub-district Mentawabaru Hulu Regency East Kotawaringin, which focuses on suitability background back, vision aligned missions and goals with school program friendly child. The result of interviews and documentation at SDN SRA Kecamatan Mentawabaru Ketapang that factors that become base For implementing Child-Friendly programs come from a policy from the Ministry of Women's Empowerment and Protection Child Where No let go from friendly education concept children applied to various institutions of education in Indonesia, including emergence program policy for Child-Friendly District (KLA). Based on the documentation of the results, basic program law is as stated in the Document of Decree of the Head of the District Education Office East Kotawaringin Number: 800/1725/ Skrt /2022 regarding the Determination Child-Friendly Schools in the Regency East Kotawaringin 2022. Documents the state in an official program starting in 2022. SDN SRA Kecamatan Mentawabaru Ketapang has been running the SRA program since 2022, thing This is reinforced by the results of an interview with the head SDN 4 Mentawabaru Hulu school that SDN 4 Mentawabaru Hulu has been planning and implementing SRA policy since 2022. However, results documentation there are 3 schools that have it Documents of SK TEAM SRA at school. After the set becomes SRA, the school plans to run the SRA program in schools.

In implementing this SRA program, one of the efforts made SDN SRA District School Mentawabaru Ketapang is to make a vision mission school in line with the SRA program.
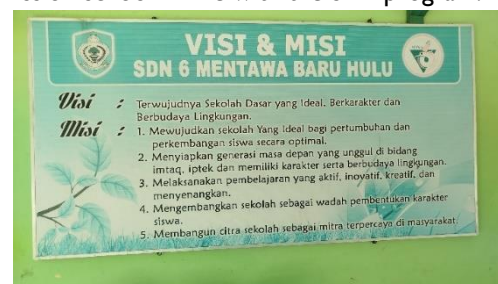

Figure 1. Vision and Mission of SDN 6 Mentawabaru Hulu

Like Figure 1, the impact of the existence of school programs friendly to school children is changes related to vision, mission, and goals with enter principle existing principles in school programs. Friendly children like to create a fun school environment in which to educate participants.

In the evaluation context, this sub-indicator must be achieved to target a friendly child accurately. Based on an interview with 6 heads SDN SRA District School Mentawabaru Ketapang, the Head school Already communicates and socializes this SRA program to teachers, participants, students, and parents/guardians. The goal is for all inhabitants of the school that became SRA targets to understand the SRA program and support its Implementation with Good. According to an interview with head SDN 2 Mentawabaru Hulu school, every year, new schools sign a Commitment Together with all inhabitant schools to play a role in the implementation of the SRA program. In addition, SDN SRA has also been implemented SRA gradually so that all component SRA indicators can be fulfilled and implemented well.
Evaluation Results Component *Input*

Evaluation results to component *input* consisting of from indicator commitment written / policy SRA, educators and staff education trained right children and SRA, facilities, and infrastructure friendly child can be seen in Table 3 as follows:

Table III. Checklist Results Verifier SRA Indicator On Input Component

Variables	Component	Min	Max	Mean	Stdv	Percentage
Input	SRA Policy	16,250	25,00 0	23,12 5	3,287	92.5
	Educator	1,320	3,960	2,530	0.889	16.87
	Infrastructure	4,550	8,430	6,215	1,373	24.86

Table 3 shows that the average value amounting to 23,125 of this scale 25 shows that SRA policy has been run by all SDN SRA District Elementary Schools Mentawabaru Ketapang with good. This value is also reinforced by the results of an interview with the head SDN SRA elementary school, which stated that the school already has SRA TEAM even though only three schools have SRA TEAM SK document. An interview with the head SDN 4 Ketapang school explained that although it does Not yet have a SRA TEAM SK at school, SDN 4 Ketapang has already implemented the SRA program since 2022 and has already formed a Prevention and Handling Team Violence (TPPK). *Checklist* results Results from interviews and documentation support this SRA indicator. SDN SRA in the District Mentawabaru Ketapang has carried out the rules contained therein, which listed policy deletion violence to participants, education, and friendly children. SDN SRA implements enforcement discipline without the humble dignity of children and without violence. Interview results with the 5th grade teacher at SDN 2 Sawahan state that the class teacher creates and implements friendly regulations for children with a method of joint agreement with students. This is an effort made by teachers to implement the rules for friendly children in the environment class as seen in figure 2.

Figure 2. Child-Friendly Rules of Procedure in Class 5 of SDN 2 Sawahan

In Figure 2 above, the researcher observes directly the 5th grade at SDN 2 Sawahan, which implements a rules and Joint agreement system. Contents of the rules of procedure This is made and agreed upon by the students and class teacher. In the indicators, the SRA policy mentioned that schools must own a policy to delete violence to participant education, which is listed in the rules of procedure unit education, including the mechanism complaint for handling cases in education units. Interview results The head SDN SRA school in the District Mentawabaru Ketapang concluded that schools Already have a policy about preventing and treating violence in schools. However, the result documentation is that the school does Not yet have an SOP for acts carried out for educators and staff education that do violence. Although the school has carried out the policy, one form of implementation is that the school has a TPPK TEAM on duty to monitor, supervise, and take action on the implementation policy's prevention and treatment of violence to participants.

Figure 3. Case Handling at SDN 6 Mentawabaru Hulu by the TPPK TEAM

One of form of implementation policy deletion violence to participant education can be seen in image 3 above where the TPPK TEAM mediates participant students involved fight between fellow Friends so that a second split party can make peace. According to an interview with Head of the TPPK Team of SDN 6 Mentawabaru Hulu, the form of Handling the fight was not only done but monitored to second split the fighting parties so that the fight ends. No repeat return.

In order to realize a friendly child component important thing to do in school is plan activities and Budget for Friendly school (RKAS) children such as School Health Services (UKS), food snacks, school adiwiyata, school inclusion, safe schools /madrasas disaster, school safe, school without violence, school/area without cigarettes, anti-drug area, canteen honesty, Clean and Healthy Living Behavior (PHBS) and others. Interview results with the Head SDN SRA School in the District Mentawabaru Ketapang show that party schools already make plans for friendly children so that the program runs well. However, there is still a need for evaluation of this SRA program. One of the forms of SDN SRA's commitment in a frame is to realize that the environment of the school is free of drugs and that areas are free of cigarettes, with the method of installing announcements about areas without cigarettes.

Figure 4. No - Treatment Area Signs Cigarettes at SDN 2 Mentawabaru Hulu

Figure 4 shows how to do it in school realize his is put up posters and signs area without cigarettes. SDN SRA in the District Mentawabaru Ketapang has integrated material about health reproduction and materials environment life into the applicable curriculum. Implementing this SRA program is not limited to school hours, but also to the time participants carry out extracurricular activities. According to an interview with head SDN SRA sub-district school Mentawabaru Ketapang, school supervision in activity extracurricular activities is a method assigning a teacher in charge of activity extracurricular activities involved directly in its activities.

Assessment results readiness power educators and education of the SRA program can be seen in Table 3, where acquisition mark presentation success is 16.87% with a marked maximum obtained amounting to 3,960 of scale value 15 with an average fulfillment value indicator of 2.53. This result shows that readiness power education and Education of SRA program at SDN SRA Subdistrict Mentawabaru Ketapang is still Not yet fulfilled with Good. Based on the results of an interview with head SDN SRA school in the District Mentawabaru Ketapang, the Not yet own power trained educators right child, energy educators who have a working group (Pokja SRA), trained educators right children and SRA and availability power counseling / BP3 (Education Organizing Agency) trained in gender, the Convention on the Rights of the Child, and participants education that requires protection special (for example children) sufferer disability). However, schools still try to utilize teachers who understand and comprehend SRA in implementing this SRA program.

Evaluation input components also assess readiness facilities and infrastructure in a frame to support the implementation of the SRA program at SDN SRA District New Mentawa Provisions. Based on Table 3 is a visible presentation success of 62.15% with an average value is 6.213. This result shows that readiness means infrastructure. Organizing SRA programs is still not enough, and some complete facilities and infrastructure must be filled or processed and returned by SRA schools in the District Mentawabaru Ketapang. Researchers conducted data validity test results *checklist* verification with observation direct to 6 schools based SRA predicate in the District Mentawabaru Ketapang and found results where 4 out of 6 schools object study own board SRA name.

Figure 5. SRA Nameplate at SDN 6 Mentawabaru Hulu

As in figure 5, this is one of the example board names found in SDN 6 Mentawabaru Hulu. The observation results researcher found 2 schools that have no SRA board located outside / front yard school.

Figure 6. SRA Nameplate at SDN 2 Mentawabaru Hulu

As seen in figure 6 above, even though the school No have a board SRA name in front of the school, It has to make an effort to own SRA certificate in the room head of the school. According to the results observation, 5 out of 6 schools SRA basis in the District Mentawabaru Ketapang do not yet own safety signs like track evacuation and points gather. There is one school that has its own. However Still Not yet installed. Observation results show that all SDN SRA in the District Mentawabaru Ketapang have health-like adequate disposal places separated and closed, and the environment, space, and facilities are clean class.

Figure 7. Classroom Atmosphere moment Learning at SDN 2 Sawahan

From figure 7 above, the condition room class is neat clean, and the atmosphere is fun learning. One of the mandatory means noticed by the school SRA predicate is the Condition of adequate class Because the available ideal room

and facilities in it can support students' learning process. Based on results observations at SDN 6 Ketapang there a lack room classes so There is a number of alternating classes enter class there is a class in the morning and class in the Afternoon matter This due to room class Not yet being built.

Evaluation Results Analysis To Process Components

Assessment results indicator Process components can seen in the table under This :

Table IV. Checklist Results Verifier SRA Indicators on Process Components

Variables	Component	Min	Max	Mean	Stdv	Percentage
Process	Implementation of Child-Friendly Learning Process	20	20	20	3,287	100
	Children's Participation	3,340	15	7.5	0.889	50
	Participation of Parents, Community Institutions (LM), Business World, Other Stakeholders, and Alumni. Based on	1,875	11,250	3.75	1,373	25

The focus study component process evaluation is program implementation. Evaluation This covers the evaluation of the learning process teaching, teaching materials used in the SRA program, participation of students in implementing school programs, friendly children, and parent participation in support the SRA program. Table 4 shows information preset success of learning process teaching in the SRA program by 100%. Can be concluded that the learning process teaching in the SRA program at SDN SRA Kecamatan Mentawabaru Ketapang has walked with Good. Learning process Already notices the right child, including inclusive and non-discriminatory as well as done with a fun, full way love love and free from treatment discrimination to participant education inside and outside class, including disciplinary processes without to humble dignity children and without violence. Interview results to the 5th-grade teacher at SDN 2 Sawahan that the teacher has applied learning inclusion and endeavors to accommodate students with special needs, although they do not yet get training. In addition, SDN SRA in the District Mentawabaru Ketapang is making efforts to present experience learning and the learning process that develops diverse character and potential in a way OK, carries out the learning process with a fun, full way love love and free from treatment discrimination. This is proven by the results interview of the 4th grade students at SDN 4 Mentawabaru Hulu they convey that go to school be very enjoyable because the atmosphere is comfortable, safe, clean and pleasant environment. Evaluation Product components describe the impact direct to policy school-friendly children in the District Mentawa Baru Ketapang.

Evaluation participation includes participant education and participation of parents, institutions, community (LM), business world, other stakeholders, and alums. Based on Table 3, information was obtained that 50% of participation results were in participant education. This result shows that involvement participants in SRA in several schools not enough involved in a way active in organizing SRA at SDN in the District Mentawabaru Ketapang. The lack of involvement can make SRA implementation lacking maximum in school said. The interview results with the head SDN 2 Sawahan School were based on the results verification indicator that the school Already fulfills all assessment points road indicator involvement participants educated in the SRA program. He states that at SDN 2 Sawahan, participants participate actively in the SRA program implemented by the school. The activity participants educate in the SRA program contributes big in the implementation of the SRA program because participant education is the main element that feels the impact from the SRA program.

Based on Table 4 it is obtained information that presentation success in parental participation, institutions community, business world, stakeholders, and alumni are involved in a way active in helping SRA implementation of 25%. This value shows that parent/guardian involvement, indicators involvement institution community, and business world involvement in The form of the Corporate Social Responsibility (CSR) Program is still minimal because Of lack of parental knowledge towards the SRA program, the lack of intervention to party company, involvement stakeholders interests, and alumni involvement in SRA. According to the results of an interview with one of the parent participants educate state that at the beginning of entering school, They explained by the head school about school-friendly children and ready to play a role actof in realizing SRA is wrong even though there are still parents/guardians of students who have not understand about this SRA. One of the school's efforts to involve parents/guardians of students in implementing this SRA is to make a group WhatsApp, which aims to be a receptacle to exchange information between parents and the class teacher or fellow parents. According to the head SDN 2 Mentawabaru Hulu school, one of the form of participation of parents and public institutions in implementing Child-Friendly Schools is always come in activities organized by the party school. Activities cover meetings and socialization up to the making of policy.

Evaluation Results Analysis To Component *Products*

Evaluation *product* or results This done with method observation and documentation at SDN SRA Kecamtan new mentawa Ketapang, As for what became indicator success component This is : (a) decreasing number violence that occurs in schools during this SRA program run, good violence

between students and teachers as well between students; (b) During this SRA program, students No Once experience Sick or poisoning Because consume food from canteen school; (c) Never happen accident Good during the learning process in class or outside class, thing This because of facilities available at school has fixed in accordance with standard or principle friendly children; (d) No students who smoke are involved narcotics, melting sexual and other violations of norms (e) Relationships student with teacher or between fellow member school the more good, that is each other honor between students and teachers as well each other honor between teachers and students; (f) Monitoring students also walk with Good, especially moment be in the environment school and its relationship good cooperation between school with parents students; (g) After implementing school programs friendly child, condition environment school the more comfortable so that make inhabitant school the more feel at home at school; and (h) the existence of changes in students, namely own positive habits, both inside and outside or outside school.

Table V. Total Violations at SDN SRA District New Mentawa Ketapang

School name	Amount Violations per year				Presentation Decrease
	2021	2022	2023	2024	
SDN 06 MB Hulu	133	129	117	108	25%
SDN 02 MB Hulu	126	115	105	99	27 %
SDN 4MB Hulu	157	148	135	120	37 %
SDN 2 Sawahan	106	96	95	87	19%
SDN 4 MB Hilir	120	113	101	95	25%
SDN 4 Ketapang	97	104	95	88	9 %

Based on table 5 above, information obtained that violations at SDN SRA Subdistrict Mentawabaru Ketapang is decreasing every year, as seen from the mark presentation decline violations in each SDN SRA. The average value of the decline violations at 6 SDN SRA District Mentawabaru Ketapang by 23.6%. Interviews conducted with the homeroom teacher class at SDN 2 Sawahan strengthened results. The report stated that student violations decreased while this SRA program was running.

Apart from the number of violations at SDN SRA school, there are also results observation and documentation at SDN 4 Ketapang that this SRA program invites all over inhabitant school For more care to environment school and anti-violence so that the atmosphere school become more healthy, safe and comfortable. Documentation results in the field found that Lots awards won students good in the academic field both academic and non-academic things This is the impact of the SRA program. Where is this SRA program push students For develop and excel in school? This is emphasized by the results

of an interview to head SDN 2 Mentawabaru Hulu school stated that the SRA program makes students achieve and encourages teachers to more Spirit teaching at school. This is due to the learning process, which is more fun, creative and interactive, pushing Spirit learning from children so that child can more easily absorb knowledge or the material presented.

Evaluation Results Analysis To Component *Outcome*

The evaluation component *outcome* describes impact term length of SRA program against participant learn. Participants students who have practiced values character can give impact the environment, family, and the public even anywhere participants educate are. Evaluation results This in the form of the attitude of students after following SRA is done For see how far the SRA program has gone implemented give impact to the attitude or character of students in accordance with expected results. Evaluation This covers attitudes polite, obedient, respectful of others, disciplined, responsible and caring and the impact can felt by others students, head teacher school and manpower education, parents and society around those involved in a way active and No involved in SRA.

Based on the results of the interview to, participants educate in a random way in 6 schools This show that 87.5% of respondents answer that they felt very positive impact of this SRA program. Impact positive The consequences of SRA are A success from SRA in to form character best students. The positive impact felt by participants was that they were educated naturally. There was no let go from the efforts made by the school to implement the SRA program. Various effort done school for participants educate get an impact direct from this SRA program. Interview results with head SDN 4 Ketapang school stated that improvement in character student done with the method apply habituation positive actions by all inhabitant school. As example habituation is positive in one of the children things to do taught and instilled in school is honesty. That is what underlies the school's policy For do habituation of honesty for participants. Education start from directions, reprimands, and actions firmly given school If There is actions that reflect an absence of honesty. Statement This is in accordance with results of interviews with parents of SDN 4 Ketapang students who stated that during his son school at SDN 4 Ketapang character, his son was better than previously. Moreover, SD 4 Ketapang uses the school program Featured friendly child so that his son used to be characterful good and polite. Based on analysis by researchers conclude that the implementation process of a school-friendly child needs good management, especially with the added existence objective increase student character.

Discussion

School Friendly Child own a number of standards in its implementation. According to Iskandar, the standards in the implementation school Friendly Child is as as follows: 1) Every student can enjoy his rights in education without discrimination based on disability, gender, ethnicity nationality, type, intelligence, religion and background behind the parents. 2)

Every student is free to express his view about knowledge and technology, arts and culture. 3) Have curriculum and methods friendly learning for students (student-*centered teaching*) with values love, affectionate, empathy, sympathy, exemplary, responsible responsibility, and respect for students. 4) Have teachers and staff capable of education facilitate talents, interests, and types intelligence students. 5) Have the environment and infrastructure a safe, comfortable, friendly, healthy, clean, green school with construction buildings that meet SNI. 6) Have a work program school that considers aspect growth personality students. 7) Have a work program safety student since from House to school and/ or safety at school. 8) Every inhabitant school has awareness to risk disaster nature, disaster social, violence (bullying) and threats to students. 9) Involve participation students at all aspect life school and activities school. 10) Availability organization development and character - oriented student affairs students. 11) The creation of Work harmonious same between family, school, and community. 12) Ensure transparency, accountability, participation, openness information, and enforcement rule school (Iskandar, 2015) Efforts to realize school friendly child consists of from a number of stage. Each unit education in effort apply Child Friendly Schools (CFS) must carry out stages which include; preparation, planning implementation, monitoring, evaluation, and reporting. (Rangkuti, 2019) Stages the explained as as follows : 1) Preparation; 2) Planning; 3) Implementation; 4) Monitoring; and 5) Evaluation.

Implementation of the SRA program naturally need existence monitoring and evaluation. In accordance opinion (Gulson and Sellar 2018) which states that policy need communicated or implemented, analyzed, and evaluated for improvements from weak elements can fixed more early. The importance of done evaluation so that the implementation of the SRA program can walk with Good. This is in line with A statement that policy sra that has been planned will known its accuracy or accuracy policy the in finish problem if has implemented and evaluated success so that lack can repaired and decision to sustainability policy can created (Williamson and Piattoeva 2019). The CIPPO evaluation model is A approach evaluation aimed at For give help in Next decision maker to a program.

Evaluation context as overview and specifications program environment, unmet needs fulfilled, characteristics population or samples, as well as program objectives. Evaluation context This related with aspect base formal law underlying the program implemented at SDN SRA sub-district Mentawabaru Ketapang. school program friendly children at SDN SRA District Mentawabaru Ketapang based on Decree of the Head of the District Education Office East Kotawaringin Number : 800/1725/ Skrt /2022 regarding Determination Friendly School. This SRA policy as form implementation Policy Child Friendly District through the Regent's Decree East Kotawaringin City Number : 188.45/0009/Huk-

DPPPAPPKB/2023 concerning Establishment of Task Force Child-Friendly Districts at District Level East Kotawaringin, which is obligation for all over element For can contribute in frame realize Regency East Kotawaringin is Child-Friendly.

Evaluation input components consisting of from policy sra, educators and staff education trained right children and SRA, facilities and infrastructure friendly child. Evaluation input components on the indicator SRA policy. According to Carter V. Good said policy education *is an assessment rooted in value systems and assesses situational factors, and serves in institutionalized education as a general blueprint for decision-making about means to achieve desired educational goals* (Yuliah, 2020). Additionally, in the implementation of implementation policy there is indicators that influence the implementation process policy That Alone among others : sources Power human (motivation, leadership, and performance) and resources capital power (cost) benefits and effectiveness) (Mustari, 2015). The results showed that SRA policy already walk good that shows with the school has own document anti -violence policy, implements or implement anti-violence policy to participant educate, do effort For prevent participant educate separated school, have commitment For apply SRA principles in management based on school and RKAS every year, there is a process of awareness and support for inhabitant unit education For understand : gender, the convention on the Rights of the Child, and children in need protection special. As component important in Planning Activities and Budget School (RKAS) for realize school-friendly children (Rafii, et all, 2023). Preparation power education and education in educational programs is very important Because preparation will determine quality implementation of education programs and the results to be achieved (Yuyun, at all, 2022). In line with results research by Susana that Teachers are the only one factor most important in create room effective and inclusive classes (Susana, 2022). Evaluation: To see to what extent power education and education has qualified ability to organize SRA programs in units education. Readiness power education and education in organizing the SRA program is readiness educators and staff trained education right child, energy educators who have working groups (Pokja SRA), as well as availability power counseling / BP3 (Education Organizing Agency) trained in gender, conventions right children, and participants education that requires protection special (for example : children) sufferer disabilities). In order to support implementation school friendly child optimally teachers need understand with Good about rights child. Strengthening description previously training towards important teachers For done related convention right children so that teachers can act in accordance with what the participants expect educate (Jerome L., et.al., 2015). SDN SRA in the sub-district laughing at Ketapang that Still Not yet have power trained and certified educators in Children's Rights and SRA in the educational units they teach lead. However researcher has convey results verify this SRA with the PPPAPPKB Service of the Regency East

Kotawaringin related with KHA training for power educators. Head of the PPPAPPKB Service through head Field Fulfillment Rights and Protection Special for Children convey will quick facilitated For KHA training for Educator especially at SDN SRA but KHA training for power educators can also done in a way independent through *e-learning* and will get *e- certificate*. In addition to manpower KHA trained educators only However school also not yet own power counseling / BP3 and some school Not yet own room counseling However make an effort utilise existing room For become room counseling. In addition to this it is also important that SDN SRA gets get socialization, training and/ or mentoring from SRA programs. The implementation of this SRA program No let go from role important for the Department of Education in do human resources evaluation educator in this SRA program. This is in line with A statement that policy sra that has been planned will known its accuracy or accuracy policy the in finish problem if has implemented and evaluated success so that lack can repaired and decision to sustainability policy can made (Williamson and Piattoeva 2019). Components important to support implementation of the SRA program is facilities and infrastructure. This is in line with research conducted by (Ritonga, Anwar, and Suhaimi 2020) explains that the facilities and infrastructure of the education program is part from Supporter all educational program activities For improve and enhance the education program.

Evaluation to SRA program facilities and infrastructure are considered to be very influential in the implementation of the SRA program. In all SRA Elementary Schools in the District Mentawabaru Ketapang has fulfil indicator This very well. And the school has also provided a place of worship, wash sufficient hands, trash cans and toilets with number of students and separate between the men's and women 's toilets comfortable class. Environment physical and facilities at school friendly child must Enough For facilitate activity learning and needs participants educate, such as field sports, canteen healthy, separate toilet between men and women, UKS room, place of worship, and so on. So that participants educate No bored Because study inside room class, then need facility study outside supporting room activity Study participant educate. In line with description previously, participants educate like with the environment outside room moreover if based on electronics (Broberg A. et. al., 2013). In addition to the means infrastructure that is being attempted party school is also important For create an environment, comfortable class. Condition comfortable class is very influential towards the learning process teach in class. The ideal class should prioritize environment class clean and healthy, class endeavored wide, don't too narrow, try create beautiful and comfortable class for Residents class, existence distribution duties and responsibilities answer for children For manage class, create Condition comfortable and quiet class (Mulyani, 2001).

Evaluation The process components are evaluation to focused program implementation see the learning process teaching, involvement participant educate, parental involvement participants educate in implementation of the SRA program. Evaluation This naturally relate with effort increase quality activity Study teaching, in implementation of the SRA program each teacher is given freedom For apply method active and enjoyable learning, appropriate with the material to be delivered. The purpose is For avoid student from boredom and tiredness in the learning process. With do evaluation learning, we can evaluate the effectiveness of the learning program that has been implemented. Effectiveness That can seen from the magnitude change behavior in demand participant educate as has set in objective learning. (Bulkani : 2021: 15). Implementation Implementation of the SRA Program at the Elementary School Level in the Sub-district Mentawabaru Ketapang that school prioritize rights child without do discrimination based on background behind family or limitations certain from the participants educate. This is also stated in Guidelines Child Friendly Schools at least There are 6 indicators school friendly child where one of them related with implementation curriculum school friendly children. In the implementation SRA curriculum that the learning process covers material learning, carrying out the learning process inclusive and non-discriminatory. In line with description Previously, teachers could cooperate with other teachers to face heterogeneous children, namely with make management class and division task For minimize behavior not enough well done by the participants educate (Rytivaara A., 2012). In addition, participants educate can choose Alone method appropriate learning with desire They are friendly and up-to-date teachers and the learning process is not monotonous. Learning process teach important evaluated because of the learning process teach is key success of educational programs. Process Study teach is very important Because improvement results Study is in the learning process teaching (Lawrence and Tar 2018). Teachers and participants educate can cooperate For make environment positive class (Howe RB & Katherine C., 2011). In line with description previously, teachers and participants educate need make agreement about rights and responsibilities answer students in class that should done For do positive activities, such as No may mocking his friend, no may run inside class, and so on (Davidson D., 2011).

Environment sociasl at school friendly child must be harmonious. Relationship between inhabitants school must each other awake with well, so too with communities and agencies around School. Participation of Parents, Community Institutions (LM), Business World, Other Stakeholders, and Alumni in compilation Plan Work and Budget School (RKAS), preparation policies and regulations school and mapping potential school is one of the way that can carried out by SDN SRA in effort increase success implementation of the SRA program. Some factor affecting the success of the SRA program such as party school Still Not yet involving participant educate, lack of knowledge participant educate towards the SRA program, and still Not yet availability receptacle for

participant educate For do complaint without There is intimidation from party wherever. In the implementation of the SRA program students become object main in operate friendly school child. So that student always involved For participate in every activities, as expressed (Fasli Djalal and Dedi Supriadi, 2001). The results of the Study (Banamtuan, 2019) which stated that Engagement participant educate is factor the success of the SRA program because values positive that want achieved is value that is aware need applied student in the SRA program. In line with 2 statements the that Participant educators who play a role in a way active in balanced educational programs with professional and knowledgeable teachers high, quality curriculum and teaching tall can produce A quality output high too (Siegle et al. 2016).

The problem still remains found in the field is not enough harmony connection between participant educate. This is No can avoided Because participant educate originate from various background behind different. Participants students who get attention from parent tend can behave with good, but participant less educated get attention from parents and origin from family with tough attitude so his behavior is also aggressive as well as tend do not enough Good when at school. That thing close the relation with parent / guardian involvement in the process of implementing the SRA program. In accordance with results research (Ndari and Chandrawaty, 2019) that parents / guardians own role important in support realization school friendly quality children. Parents who play a role active in following the SRA program can support the success of the SRA program held School (Yosada and Kurniati 2019). Family and society own role important in continuity life children (Epstein JL et. al., 2001). So that For minimize behavior deviance committed by children at school, parties school need cooperate with parents For to form positive climate, respect parents ' opinion participate students (Wuyts D., et. al., 2017), parents involved active in development skills emotional (Lester L. et. al., 2017), as well as need equip child with skills social (Loudova I. & Lasek J., 2015). Involvement of Community Institutions, Business World, Stakeholders Policy and Alumni are still very low because of school Still Not yet involving in a way direct elements said and not yet the existence of cooperation/MOU carried out party school to government village, police station local, health center, party private and companies where the cooperation is braided with objective support the implementation friendly school child.

Evaluation to component The *product* depicted in the evaluation component results are directed at things that indicate existence changes that occur in aspects *input* after implementation of school programs friendly children. During the school program friendly children changes felt by all inhabitants school, especially students. The program invite all to be For more careful and anti-violence so that the atmosphere school becomes more healthy, safe and comfortable. Conditions the push student For develop and excel at school, one of them is many awards accepted student

related award good in the field academic and non- academic. According to Kamil (2013), the results evaluated is quality and quantity student after experiencing the learning process. Quantity is amount in the education program. Quality is the degree of change in behavior in demand in students who include the realms of cognitive, affective, and psychomotor skills. And in accordance with Study Ambarsari (2018) stated that that policy school friendly child who has done at school covering implementation policies in the field of learning that is done without violence and discrimination. This means in the learning process at school done with principle pleasant for participant educate, teacher does not do punishment in a way physique to participant educate and not There is difference treatment between participant educate.

Outcome results from implementation of this SRA program seen from behavior student after participating in the SRA program organized by SDN SRA in the District Mentawabaru. Success implementation of the SRA program where participant educate has feel impact positive to formation character or attitude, or behavior next action impact to environment school and environment society. Formation character or attitude polite, obedient, caring, responsible responsible, disciplined and respectful fellow Friend is as a result of the SRA program that has been implemented by SDN SRA in the District This is Mentawabaru Ketapang. in accordance with opinion (Nuraeni and Nurunnisa 2020) that School friendly child in a way significant can increase competence social child school base Where concern child, polite, sense of responsibility answer and appreciate between fellow formed through school programs friendly child who has organized by the school Basic. Implementation of school programs friendly child can give progress in the form of creation character good and polite child, as well own ability socializing and skills good life. Research This relevant with study previously mentioned that education friendly child effective For increase creativity students (Lian et al., 2018). School friendly children can also become alternative method For hone skills, independence, creativity as well as development ability skills life (Kegode & Kadenyi, 2016).

CONCLUSION

Based on results CIPPO evaluation *(Context, input, process, product and outcome)* namely evaluation to component *context* (background back, vision, mission and targets) are very good and appropriate with objective from implementation of the SRA program. Evaluation component *input* Where implementation SRA program policy is sufficient Good, but readiness education and manpower education that becomes focus repair especially training right children and SRA for all over inhabitant unit education, especially educators, human resources education, participants educate, and parents, and facilities and infrastructure that have been Enough adequate in supports the SRA program though Still There is a number of things to do quick updated, improved and fulfilled. Evaluation

component *the process* has been walk very well Where in the learning process teaching teachers have notice right child including inclusive and non-discriminatory as well as done with a fun, full way love love and free from treatment discrimination to participant educate inside and outside class, including disciplinary processes without to humble dignity children and without violence, but participation participant education and participation of parents/guardians, institutions society, business world, stakeholders interests and alumni Still Not yet involved in a way active in the SRA program organized by SDN SRA. Evaluation component *product* from implementation of this SRA program is impact positive feeling during this SRA program Where happen changes felt by all inhabitant school, especially student matter This seen from results presentation decline violations amounting to 23.6%. With the decline number violations committed student impact on the formation of environment safe and comfortable school for all over inhabitant school. Evaluation component the *outcome* depicted from formation character, attitude or behavior student after follow the SRA program at SDN Kecamatan Mentawabaru Ketapang can to form character polite, obedient, caring, respectful, responsible students responsible and disciplined.

Implementation of the SRA Program at SDN SRA Subdistrict Mentawabaru Ketapang based on CIPPO evaluation has been walk with Good, but of course just Still need repair in some component matter This of course, so that the implementation of this SRA program walk more maximum.

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