

# BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

## CHILD-FRIENDLY SCHOOL MANAGEMENT IN ACHIEVING QUALITY EDUCATIONAL SERVICES IN ELEMENTARY SCHOOLS IN DEWANTARA DISTRICT

Fauziah<sup>1</sup>, Hera yanti<sup>2</sup>, Silvi Listia Dewi<sup>3</sup>

Universitas Al-Muslim Bireuen Aceh, Indonesia<sup>123</sup>

Email: [fauziah133@guru.sd.belajar.id](mailto:fauziah133@guru.sd.belajar.id), [eya.bireuen@gmail.com](mailto:eya.bireuen@gmail.com), [silvilistiadewi@umuslim.ac.id](mailto:silvilistiadewi@umuslim.ac.id)

Received: 06-02-2026

Revised: 07-02-2026

Accepted: 27-02-2026

### Abstract

In improving the quality of educational services, all schools must implement the Child-Friendly School (SRA) program. Thus, we can see the extent of the role of Child-Friendly Schools (SRA) in improving the quality of educational services at the elementary school level. The purpose of this study is to analyze the management of child-friendly schools (SRA) implemented in improving the quality of educational services in elementary schools in Dewantara sub-district, analyze the quality of educational services in elementary schools that can achieve effective child-friendly schools, identify the impacts that occur from child-friendly school management on the quality of educational services, identify supporting factors and inhibiting factors in the implementation of child-friendly school management (SRA). This study uses a qualitative research method using a descriptive approach with the research object of SD Negeri 3 Dewantara and SD Negeri 12 Dewantara, through observation, interview and documentation data collection procedures. The results of the discussion discuss planning, organizing, implementing, and supervising, as well as supporting factors and inhibiting factors in implementing the Child-Friendly School (SRA) program at SD Negeri 3 Dewantara and SD Negeri 12 Dewantara..

**Keywords:** Management, Child-Friendly Schools (CFS), Quality of Educational Services

(\*) Corresponding Author:

**Name, Email Address, Contact Phone Number**

## INTRODUCTION

Education is one of the main pillars in the development of high-quality human resources. In the context of primary education, increasing attention to children's welfare and development has become essential. The concept of Child-Friendly Schools (CFS) has emerged as an effort to create a learning environment that not only focuses on academic achievement but also emphasizes students' social and emotional aspects.

Currently, Child-Friendly Schools (CFS) have become a major concern of the Indonesian government. This initiative is based on the nation's commitment to fulfilling children's rights to protection and education in order to realize the vision and mission of Indonesian children who are healthy, intelligent, cheerful, morally upright, and patriotic. In addition, the CFS program has emerged in response to educational practices that still position children merely as objects of learning, which has led to numerous cases of bullying in school environments.

Child-friendly school management refers to a series of processes involving planning, organizing, implementing, and supervising the operation of schools that are safe, comfortable, healthy, free from violence and discrimination, provide freedom of expression, and encourage student participation in decision-making according to their

capacities, in order to achieve educational goals effectively and efficiently (Alfina & Anwar, 2020).

To support this study, the researchers selected two public elementary schools located in Dewantara Sub-district, North Aceh Regency, namely State Elementary School 3 Dewantara and State Elementary School 12 Dewantara, to conduct an in-depth investigation into how child-friendly school management affects the improvement of the quality of educational services.

Based on preliminary observations, the researchers found that the implementation of Child-Friendly Schools in these two institutions shows significant differences, both in terms of preparation and implementation. The vision, mission, and objectives of the schools, as well as their learning cultures and supporting programs, constitute distinctive characteristics in the implementation of CFS at each school. The extent to which child-friendly schools contribute to improving the quality of educational services at the elementary level is therefore the focus of this study. This interest motivates the researchers to conduct a more in-depth investigation into child-friendly school management as a means of enhancing the quality of educational services at State Elementary School 3 Dewantara and State Elementary School 12 Dewantara..

## **RESEARCH METHOD**

The **Research Method** section should clearly explain the research methodology used, including the procedures involved. The tools, materials, media, or research instruments must be described in detail. If statistical formulas are used as part of the research method, commonly known formulas should not be explicitly written.

## **RESEARCH RESULTS AND DISCUSSION**

### **Planning for the Implementation of Child-Friendly School Management**

The planning process is designed to achieve optimal outcomes in the implementation of a work program. Therefore, effective planning serves as the fundamental foundation for the successful implementation of Child-Friendly Schools (CFS), ensuring that activities are well-directed and aligned with the intended objectives. This process also requires cooperation and active participation from all school stakeholders to build collective awareness in creating a school environment that fulfills children's rights and protection.

In general, planning constitutes a comprehensive thinking process and a carefully determined decision-making stage that encompasses future actions aimed at achieving predetermined goals, particularly in improving students' academic abilities and enhancing the quality of educational services.

The planning for the implementation of Child-Friendly School (CFS) management to improve the quality of educational services at Dewantara Elementary Schools focuses on several key components, including child-friendly school policies, innovative learning processes, well-trained educators and educational staff, adequate facilities and infrastructure, children's participation, and community involvement in the form of parents or guardians. The primary objective of CFS planning is to create a safe, comfortable, inclusive learning environment that supports students' academic development.

### **Organizing the Implementation of Child-Friendly School Management**

Organizing refers to activities related to structuring the organizational framework, managing available resources, and arranging the surrounding environment. The division of tasks aims to ensure that each individual within the organization is responsible for and capable of carrying out assigned duties as planned and agreed upon.

Based on the researcher's analysis, once all elements within Dewantara Elementary Schools established a shared commitment to fostering a child-friendly school environment, collaboration among all school members—principals, teachers, educational staff, students, parents, and other stakeholders—was strengthened in implementing the CFS program. Each stakeholder is responsible for implementation, supervision, and evaluation. Although their roles differ, they are interrelated; thus, failure by one party to perform their duties as agreed may affect other stakeholders and hinder the achievement of the intended goals.

The organization of the implementation of Child-Friendly School (CFS) management at Dewantara Elementary Schools is carried out by establishing a clear organizational structure and assigning roles according to respective responsibilities, such as those of principals, teachers, educational staff, school committees, and others. Tasks are distributed specifically to ensure the fulfillment of children's rights and to encourage active participation from students, parents, and the community, with a focus on creating a safe, comfortable, inclusive environment that supports children's development.

### **Implementation of Child-Friendly School Management**

In line with the collective commitment established during the planning stage, the implementation of Child-Friendly Schools at Dewantara Elementary Schools requires strong cooperation among school members, parents, and the broader community. Schools and parents are expected to collaborate in fulfilling and protecting children's rights. Teachers should serve as parental figures within the school environment, while parents should also assume an educational role when children are at home. Practical applications of this collaboration include parent meetings, socialization activities, and the involvement of parents in school programs.

Based on the above explanation, the researcher concludes that communication between educational institutions and parents has been conducted intensively, as has engagement with the wider community. Two key indicators significantly influencing the success of child-friendly school management at Dewantara Elementary Schools are child-friendly learning practices and child-friendly facilities and infrastructure.

The researcher's analysis indicates that learning implementation at Dewantara Elementary Schools has been carried out effectively and aligns with each school's vision, mission, and objectives. This success is supported by adequate facilities and infrastructure, as well as educators who understand and are capable of implementing the CFS concept. These conditions contribute to improved learning outcomes, as reflected in various academic and non-academic achievements attained by the schools. Furthermore, students' active participation in the learning process assists teachers in delivering optimal educational services, enabling learning objectives to be achieved comprehensively.

Enhancing the learning system can be achieved by applying Active, Innovative, Creative, Effective, and Enjoyable Learning (PAIKEM). This approach emphasizes interactive, inspirational, enjoyable, and challenging learning processes that motivate students to actively participate and provide ample opportunities for them to develop their abilities and skills according to their talents, interests, and physical and psychological development (Dedi, 2013).

The provision of child-appropriate facilities and infrastructure is considered essential in improving the quality of educational services. Adequate facilities and infrastructure are crucial to ensuring the continuity of educational services, creating a conducive learning environment, and enabling students to optimally absorb learning outcomes.

The Child-Friendly School program is fundamentally based on principles of non-discrimination, prioritizing the best interests of the child, and fulfilling children's rights, including the right to life and the right to express opinions. Consequently, principals, teachers, and educational staff are required to thoroughly understand the concept of child-friendly education.

The implementation of Child-Friendly School (CFS) management at Dewantara Elementary Schools to improve the quality of educational services is carried out by creating a safe, healthy, and inclusive environment through child protection and anti-discrimination policies, innovative learning that accommodates students' participation rights, provision of supportive facilities and trained teachers, and active involvement of parents. These efforts aim to ensure the fulfillment and protection of children's rights, thereby enhancing students' character development, motivation, and well-being.

### **Supervision of the Implementation of Child-Friendly School Management (CFS)**

Supervision is an activity conducted to analyze whether predetermined objectives have been achieved, whether implementation aligns with the initial plan, and to assess the impact following program implementation. This process is essential for ensuring the successful realization of program goals.

The success of a school is closely linked to the leadership of its principal, who plays a decisive role in advancing the school across various domains. Through effective leadership, a principal can drive not only formal and structural changes but also cultural transformations that enhance school productivity. This enables the optimal mobilization of all available school resources toward achieving shared objectives. The principal is entrusted with leading and managing the school by planning, organizing, regulating, coordinating, and controlling all school activities, including the Child-Friendly School program.

In fulfilling their responsibilities, principals require strategic thinking and innovation in decision-making and must undertake various efforts to implement effective school management practices. Principals perform managerial roles by providing training and socialization on child-friendly schools for teachers, administrative roles by coordinating interactions between students and teachers, and supervisory roles by monitoring and evaluating the implementation of the CFS program, as well as serving as leaders in enforcing school policies.

The expected outcomes of implementing child-friendly school policies include the creation of a safe and enjoyable learning environment free from violence among students or from educators and staff; the development of child-centered perspectives among educators and staff; and the application of positive discipline that guides children to think and act appropriately when they fail to meet their obligations.

In conducting supervision, principals may carry out evaluations and, when necessary, corrective actions to ensure that staff activities align with established plans and objectives. This involves inspection, verification, and ensuring that activities are implemented according to predetermined plans, such as creating a safe, comfortable, and inclusive environment free from discrimination, ensuring all resources fully understand CFS policies, developing effective curricula, and encouraging participation from all school members.

Supervision of the implementation of Child-Friendly School (CFS) management at Dewantara Elementary Schools is conducted by monitoring and ensuring a safe, comfortable, inclusive, and non-discriminatory learning environment through clear division of responsibilities, training on children's rights for all school members, curriculum development based on CFS principles, and active involvement of students, parents, and school committees in planning and implementation. These efforts aim to create enjoyable learning processes and optimize children's potential development.

## **Supporting and Inhibiting Factors in the Implementation of Child-Friendly School Management (CFS)**

Identifying supporting and inhibiting factors in the implementation of child-friendly school management is crucial for schools. Understanding these elements provides a stronger foundation for formulating and implementing targeted strategies to improve the quality of educational services.

Supporting factors include policy and commitment, cooperation, children's participation, availability of facilities, improvement of teacher competence, and a positive school culture. Inhibiting factors include limited resources, inadequate facilities, low parental participation, the absence of a dedicated implementation team, external environmental influences, and students' attitudes.

Based on these identified factors, the study found that supporting factors at State Elementary School 3 Dewantara include strong policy and commitment to CFS implementation, collaboration in CFS activities, and active participation from children and parents. In contrast, inhibiting factors at this school include limited facilities and infrastructure, as well as insufficient training for teachers and educational staff.

At State Elementary School 12 Dewantara, supporting factors include adequate preparation of facilities and infrastructure according to needs, routine training to enhance the competence of teachers and educational staff, and strong awareness in maintaining a positive school culture aligned with CFS policies. However, inhibiting factors include limited resources and uneven understanding of the CFS concept among teachers, parents, and the broader community.

## **CONCLUSION**

Based on the discussion presented regarding child-friendly school management in improving the quality of educational services at elementary schools in Dewantara Sub-district, and in accordance with the research focus, the following conclusions can be drawn:

1. The planning of the implementation of Child-Friendly School (CFS) management to improve the quality of educational services at Dewantara Elementary Schools focuses on several key components, including child-friendly school policies, innovative learning processes, well-trained educators and educational staff, adequate facilities and infrastructure, children's participation, and community collaboration in the form of parents or guardians. CFS planning aims to create a safe, comfortable, inclusive learning environment that supports students' academic development.
2. The organization of the implementation of Child-Friendly School (CFS) management to improve the quality of educational services at Dewantara Elementary Schools is carried out by establishing a clear organizational structure and assigning roles according to respective responsibilities, such as those of principals, teachers, educational staff, school committees, and others. Tasks are distributed specifically to ensure the fulfillment of children's rights and to encourage active participation from students, parents, and the community, with a focus on creating a safe, comfortable, inclusive environment that supports children's development.
3. The implementation of Child-Friendly School (CFS) management to improve the quality of educational services at Dewantara Elementary Schools is conducted by creating a safe, healthy, and inclusive environment through child protection and anti-discrimination policies, innovative learning practices that accommodate students' rights to participation, the provision of supportive facilities and trained teachers, and the involvement of parents as community partners. These efforts aim to ensure the fulfillment and protection of children's rights, resulting in improvements in students' character development, motivation, and well-being.

4. The supervision of the implementation of Child-Friendly School (CFS) management to improve the quality of educational services at Dewantara Elementary Schools is carried out by controlling and ensuring a safe, comfortable, inclusive, and non-discriminatory learning environment. This is achieved through clear division of responsibilities, training on children's rights for all school members, curriculum development that applies CFS principles, and active involvement of students, parents, and school committees in planning, implementation, and related activities, thereby creating enjoyable learning processes and optimizing children's potential development.
5. Supporting factors at State Elementary School 3 Dewantara include the existence of policies and strong commitment to CFS implementation, cooperation and collaboration in CFS activities, and active participation from children and parents. In contrast, inhibiting factors at this school include limited facilities and infrastructure, as well as insufficient training for teachers and educational staff. Meanwhile, supporting factors at State Elementary School 12 Dewantara include adequate preparation of facilities and infrastructure according to needs, routine training to enhance the competence of teachers and educational staff, and strong awareness in maintaining a positive school culture aligned with CFS policies. However, inhibiting factors at this school include limited resources and uneven understanding of the CFS concept among teachers, parents, and the broader community..

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