

Evaluation of Child-Friendly School Policies at SMPN 14 Surabaya

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ABSTRACT

This study aims to evaluate the implementation of the Child-Friendly School (SRA) policy in SMP Negeri 14 Surabaya using James E. Anderson's policy evaluation theory which includes aspects of policy substance, policy implementation, and policy impact. The research uses a qualitative method with data collection techniques through interviews, observations, documentation, and questionnaires to school principals, teachers, and students. The results of the study show that the SRA policy was implemented in response to the increase in bullying behavior in the school environment. From the substance aspect, the policy is considered relevant to the needs of schools and has a clear legal basis. In the implementation aspect, schools involve all school residents through the division of tasks, teacher training, the application of positive discipline, and the provision of child-friendly support facilities. The impact of the policy shows positive changes in the form of increased learning comfort, better relationships between teachers and students, and the creation of a safer and conducive school environment. However, bullying and violent behavior is still found in the student environment, so it is necessary to evaluate and strengthen policies in an ongoing manner.

Keywords: Evaluation, Education Policy, School Climate

INTRODUCTION

Education is a very important process in human life because through education individuals can develop knowledge, skills, attitudes, and values needed in social life¹. Education is not only understood as a process of knowledge transfer, but also as an effort to shape the character, morals, and personality of students so that they are able to develop optimally. According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students are able to develop their potential actively². This shows that education has a great responsibility in creating a generation that is not only academically intelligent, but also has good character and is able to live socially in the community.

However, in its implementation, the world of education still faces various problems related to the protection and fulfillment of children's rights in the school environment. Various cases of violence, bullying, discrimination, and unfriendly treatment of students are still often found in the educational environment. Based on data from the Indonesian Child Protection Commission (KPAI), in 2023 there will be 329 case complaints in the education cluster, with the highest case in the form of victims of bullying in education units³. KPAI said that bullying cases in schools are an iceberg phenomenon because there are still many cases that are not reported. In addition, the Federation of Indonesian Teachers' Unions (FSGI) noted that there were 15 cases of violence in education units during January-July 2024 and the junior high

¹ UNESCO, "Education Transforms Lives," June 4, 2026, <https://www.unesco.org/en/education>.

² Indonesia Departemen Pendidikan Nasional, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003,

³ "Pemerintah Bersama Tri Pusat Pendidikan Harus Lebih Optimal 'Turun Tangan' atasi Bullying/Perundungan Pada Satuan Pendidikan," *Komisi Perlindungan Anak Indonesia (KPAI)*, January 22, 2024,

school level became the level of education with the highest cases, which was 40% of the total cases. Meanwhile, data from the Indonesian Education Monitoring Network (JPPI) in 2024 shows that there are 573 cases of violence in the education environment with bullying cases reaching 31% of the total cases that occurred.

This condition shows that violence and bullying in the school environment are still a serious problem in the world of education in Indonesia. This condition shows that not all schools are able to create a learning environment that is safe, comfortable, and supports children's development optimally. In fact, a conducive school environment is one of the important factors in supporting the academic, emotional, and social development of students. An unsafe school environment can have a negative impact on children's psychological conditions, such as decreased confidence, fear of interaction, and even causing students to lose motivation to learn. Therefore, an education policy is needed that is able to ensure the protection of children's rights while creating a safer and more comfortable learning environment for students.

As an effort to answer these problems, the government has developed a Child-Friendly School (SRA) program. This program is a form of implementation of the fulfillment of children's rights in the educational environment which aims to create schools that are safe, clean, healthy, inclusive, and free from various forms of violence and discrimination. The Child-Friendly School Policy is strengthened through the Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014 concerning Child-Friendly School Policy. In the regulation, it is explained that schools must be able to guarantee and fulfill children's rights during the educational process. School is not only a place to learn, but also a space that is able to support children's growth and development physically, mentally, socially, and emotionally. Thus, the concept of Child-Friendly Schools places students as the main subjects whose rights must be protected and respected while in the school environment.

The implementation of Child-Friendly Schools has several important indicators that serve as a reference in its implementation. Based on the Child-Friendly School policy and various related researches, there are six main indicators in the implementation of SRA, namely the Child-Friendly School policy, educators and education personnel trained on children's rights, child-friendly learning processes, supporting facilities and infrastructure, children's participation, and parental and community participation. The six indicators are interrelated in creating a safe and comfortable educational environment for students. Research conducted by Safitri Rangkuti and Irfan Ridwan Maksum regarding the implementation of the Child-Friendly School policy at SMP Negeri 6 Depok explained that the success of the implementation of SRA is influenced by good communication, coordination between school residents, and the support of parents and the surrounding community. The research also shows that the implementation of SRA policies is able to improve the quality of the school environment and create a safer educational atmosphere for students⁴.

The first indicator in Child-Friendly Schools is the existence of school policies that support the implementation of SRA. These policies can be in the form of school rules, the formation of an SRA implementation team, school discipline, and a commitment to anti-violence in the educational environment. The existence of policies is an important basis in the implementation of the program because it is a guideline for all school residents in carrying out child-friendly educational activities. Research in the journal *Inspiration for Education Management* explains that schools that implement SRA need to have written policies and commitments as a form of support for the protection of children's rights in the school environment⁵.

The second indicator is educators and education personnel who are trained on children's rights. Teachers have an important role in creating a safe and comfortable learning atmosphere

⁴ Safitri Rangkuti and Irfan Ridwan Maksum, "Analisis Implementasi Kebijakan Sekolah Ramah Anak Di SMP Negeri 6 Depok," *Natapraja* 7, no. 2 (December 2019): 231–44, <https://doi.org/10.21831/jnp.v7i2.24757>.

⁵ Ari Yuliana and Ahmad Nashiruddin, "Implementasi Sekolah Ramah Anak Dalam Mewujudkan Nilai-Nilai Karakter Anak Usia Dini Di RA Hidayah Tayu Kabupaten Pati," *Tinta Emas: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 2 (November 2022): 89–100, <https://doi.org/10.35878/tintaemas.v1i2.503>.

because teachers are parties who interact directly with students every day. Therefore, educators need to understand the concepts of child protection, good communication, and non-violent learning approaches. Research in *the Pelita PAUD Journal* explains that the quality of educators is one of the important factors in the achievement of Child-Friendly School indicators because teachers play a role in building a positive learning environment for students⁶.

The third indicator is a child-friendly learning process. Child-friendly learning is a learning process that respects students' rights, is non-discriminatory, and provides space for students to express their opinions and actively participate in learning activities. In child-friendly learning, teachers no longer use physical or verbal punishment approaches, but rather prioritize communication and coaching that are educational. Research conducted by Putri, Sekarningrum, and Anwar in *the Basicedu Journal* explains that the application of child-friendly learning is able to increase the comfort of students while participating in the learning process at school. Click or tap here to enter text.

The next indicator is the facilities and infrastructure that support the implementation of Child-Friendly Schools. The physical environment of the school must be able to provide a sense of security and comfort for students. Facilities such as classrooms, toilets, UKS, places of worship, canteens, play areas, and security warning boards need to be provided with decent and safe conditions to use. Good facilities and infrastructure can help create a more conducive learning atmosphere and support the comfort of students while in the school environment. In addition, schools also need to create an environment that is smoke-free, drug-free, and safe from various potential violence and accidents.

The fifth indicator is children's participation in the implementation of the Child-Friendly School program. Students are not only the object of policy, but also involved in various school activities, such as the preparation of rules, organizational activities, children's forums, and school program evaluations. Children's participation is important because it can help schools understand the needs of students directly. Research on the management of Child-Friendly Schools at MTsN 6 Jombang explains that the involvement of students in school activities is able to strengthen the implementation of programs and create a more democratic educational environment⁷.

The last indicator is the participation of parents and the community. The implementation of Child-Friendly Schools cannot run optimally if it is only carried out by the school. The support of parents and the community is indispensable in creating a safe educational environment and supporting children's development. Parents have a role in supervising children's development at home and supporting school programs, while the community can help create a positive social environment for students. Previous research has shown that the success of SRA implementation is influenced by good cooperation between schools, parents, and the surrounding community⁸.

The Child-Friendly School Policy will be implemented at SMP Negeri 14 Surabaya from 2024 as an effort to create a safer and more comfortable educational environment for students. Schools form SRA implementation teams and implement various policies that support child protection in the school environment. However, the implementation of the policy is certainly inseparable from various challenges, both in terms of human resources, school facilities, and

⁶ Agus Fahmi, "Implementasi Program Sekolah Ramah Anak Dalam Proses Pembelajaran," *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan* 9, no. 1 (August 2021): 33–41, <https://doi.org/10.33394/vis.v6i1.4086>.

⁷ Ahmad Nashiruddin and Ari Yuliana, *Implementasi Sekolah Ramah Anak Dalam Mewujudkan Nilai-Nilai Karakter Anak Usia Dini Di RA Hidayah Tayu Kabupaten Pati*, 2022, <https://scholar.archive.org/work/lpnldj66ofdcpm4kqeadme4iyy/access/wayback/https://journal.ipmafa.ac.id/index.php/tintaemas/article/download/503/287>.

⁸ Mas Halimah and Elisa Susanti, "Organizational Capacity of the City Government of Cimahi in the Implementation of the Improvement of Community Food Diversification and Security Program," *Review of Integrative Business and Economics Research* 6, no. 1 (2017): 418–22, http://sibresearch.org/uploads/3/4/0/9/34097180/riber_th16-136_418-422.pdf.

school residents' understanding of the concept of Child-Friendly Schools. Therefore, an evaluation is needed to find out the extent to which the policy has been implemented according to the set goals.

In this study, policy evaluation is analyzed using the policy evaluation theory from James E. Anderson which emphasizes three main aspects, namely policy substance, policy implementation, and policy impact. The substance of the policy is related to the content and objectives of the policy, the implementation of the policy is related to the process of implementing the program in the field, while the impact of the policy is related to the changes that arise after the policy is implemented. This approach is used to determine the effectiveness of the implementation of Child-Friendly Schools at SMP Negeri 14 Surabaya as well as identify various obstacles that arise during the implementation of the program. This research is expected to provide an overview of the implementation of Child-Friendly Schools and become evaluation material for the development of education policies that are more student-friendly in the future.

RESEARCH METHOD

This research uses a qualitative approach with a type of policy evaluation research. The qualitative approach was chosen because it was able to provide a deep understanding of the conditions and realities that occurred in the field related to the implementation of the Child-Friendly School (SRA) policy at SMP Negeri 14 Surabaya. According to , a qualitative approach is used to understand the experiences, views, and meanings given by informants to a social phenomenon. In this study, a policy evaluation was carried out to assess the substance, implementation, and impact of SRA policies implemented in the school environment. In addition, this study also aims to find out the various obstacles that arise during the implementation of policies and see the effectiveness of policies in creating a safe and friendly school environment for students.⁹

Data collection techniques were carried out through in-depth interviews, observations, and documentation studies. In-depth interviews were conducted directly with principals, teachers, and students using open interview guidelines so that researchers could obtain more detailed information regarding the implementation of SRA policies. According to Nia Eka Safitri & Anggraeny Puspaningtyas (2023), in-depth interviews are used to explore the informant's experiences and views on a policy. In addition to interviews, observations were carried out by directly observing the activities and conditions of the school environment during the implementation of SRA policies, such as the interaction of school residents, the learning process, and the discipline of students. Meanwhile, the documentation study was carried out by collecting various supporting documents, such as school archives, activity reports, photos, and policy documents related to the implementation of Child-Friendly Schools at SMP Negeri 14 Surabaya. These three techniques are used to support data triangulation so that the data obtained is more valid and accountable.

The data analysis technique in this study uses an interactive analysis model from Spradley & Huberman (2024). Data analysis is carried out continuously from the data collection process until the research is completed. The analysis stages include data collection, data reduction, data presentation, as well as drawing conclusions and verification. The data obtained from interviews, observations, and documentation were then selected and simplified according to the focus of the research, namely the substance, implementation, and impact of SRA policies. Furthermore, the data is presented in the form of a narrative description to make it easier to understand and analyze. The last stage is carried out by drawing conclusions based

⁹ Colin A. Sharp, "Qualitative Research and Evaluation Methods (3rd Ed.)," in *Evaluation Journal of Australasia*, no. 2, preprint, 2003, 3:60–61, <https://doi.org/10.1177/1035719X0300300213>.

on the results of the research which are then verified through re-checking from various data sources to ensure the validity of the research findings.

RESULT AND DISCUSSION

Policy Substance

Based on the results of interviews with principals and teachers, the implementation of the Child-Friendly School (SRA) policy at SMP Negeri 14 Surabaya was motivated by the condition of the school environment which was considered less conducive due to the increase in bullying behavior among students. The teacher explained that "in schools now there is a lot of bullying, both verbal and non-verbal between children," so that this condition affects the comfort of students while at school. Verbal bullying is carried out through ridicule, giving negative nicknames, insulting physical conditions, and remarks that embarrass friends in front of other students. Meanwhile, nonverbal bullying is carried out in the form of exclusion from friend groups, cynical looks, intimidation, the spread of rumors, mocking gestures, to physical actions such as pushing and hiding friends' belongings. Some of these actions are often considered as jokes by students, even though they can cause discomfort, lower confidence, and interfere with the psychological condition of students during the learning process at school. In fact, according to the teacher, some students felt uncomfortable and chose to change schools because of the bullying that occurred. The statement shows that the birth of the SRA policy at SMP Negeri 14 Surabaya is not only a form of implementing administrative programs from the government, but also as a real response to problems that arise in the school environment. The social conditions of schools that are starting to worry are an important basis for schools to present policies that are able to create a safer, more comfortable, and supportive educational environment for children.¹⁰

In the theory of public policy evaluation James E. Anderson¹¹, the substance of the policy focuses on the content of the policy, the policy objectives, and the relevance of the policy to the problems faced by the community or target group. An evaluation of the substance aspect is carried out to see whether the policies made are really needed and able to answer the problems in the field. If associated with the results of the study, the SRA policy at SMP Negeri 14 Surabaya shows that there is a compatibility between the content of the policy and the needs of students and the conditions of the school environment. The problem of bullying that occurs in schools is the main reason for the importance of implementing policies that emphasize more on child protection and the establishment of a conducive learning environment. Thus, in substance, the SRA policy has a clear basis for needs because it was born from the real conditions faced by schools.¹²

In addition to being based on the needs of the school environment, the substance of the SRA policy at SMP Negeri 14 Surabaya also has a strong legal basis. Based on the results of an interview with the Principal of SMP Negeri 14 Surabaya on April 27, 2026, explained that the implementation of the Child-Friendly School policy refers to¹³. These regulations are the foundation for schools to create an educational environment that is safe, comfortable, inclusive, and free from violence. In the regulation, it is explained that schools must be able to ensure the fulfillment of children's rights while in the educational environment. Therefore, the

¹⁰ Rohini Mathur et al., "Ethnic Disparities in COVID-19: Increased Risk of Infection or Severe Disease? – Authors' Reply," *The Lancet* 398, no. 10298 (2021): 390, [https://doi.org/10.1016/S0140-6736\(21\)01424-0](https://doi.org/10.1016/S0140-6736(21)01424-0).

¹¹ J. E. Anderson, "An Introduction," *Public Policy Making*, 2003, 1–34.

¹² World Health Organization, *Making Every School a* (2021).

¹³ Peraturan Menteri Pemberdayaan Perempuan Dan Perlindungan Anak Nomor 4 Tahun 2024 Tentang Penyelenggaraan Layanan Pemenuhan Hak Anak, 5 Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS) 70 (2024).

implementation of SRA policies at SMP Negeri 14 Surabaya is not only internal to the school, but also part of the implementation of government policies in the field of child protection.¹⁴

The policy was then strengthened through the Decree of the Principal of SMP Negeri 14 Surabaya Number 421.3/185/436.7.1/14/2024 concerning the Implementation Team of Child-Friendly Schools of SMP Negeri 14 Surabaya for the 2024/2025 Academic Year. In the decree, it is explained that schools must strive to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. In addition, schools must also open a space for participation for students in educational activities, social life, and child health development. The content of the decision shows that the substance of the SRA policy in schools does not only focus on the elimination of violence, but also on the fulfillment of students' rights as a whole.¹⁵

Based on the school's policy documents, there are several forms of policies that are part of the implementation of SRA at SMP Negeri 14 Surabaya, including the implementation of positive discipline, the elimination of violence, non-smoking areas, the prevention of school dropouts, and restrictions on the use of gadgets. These policies show that schools are trying to create a safe and healthy educational environment for students. From Anderson's perspective, the content of the policy reflects a clear and directed goal. Positive discipline policies, for example, show a change in the educational approach from a pattern of punishment to more educational and humanist coaching. This approach is in accordance with the principles of Child-Friendly Schools which prioritize the protection and respect of children's rights.¹⁶

This is reinforced by the statement of the principal who said that "school should be a second home for children." The statement shows that the substance of the SRA policy at SMP Negeri 14 Surabaya was built on the basis of the idea that schools are not only a place to learn, but also a space that is able to provide a sense of security and comfort for students. The principal also explained in an interview on May 8, 2026 the implementation of the SRA policy, schools no longer use physical or verbal punishment, but apply logical consequences as a form of character development. One example conveyed is that when students come to school late, students are given additional class hours as a form of responsibility for violations committed. The principal explained that "when a child comes late and comes home at the same time there are consequences for increasing the class hours." The statement shows that the substance of SRA policies in schools has led to an educational approach that is more educational than punishing.¹⁷

In Anderson's evaluation perspective Hofrenning & Chambers (2025), The substance of the policy is also related to the extent to which the policy has clarity of objectives and benefits for the target group. Based on the results of the research, the purpose of the SRA policy at SMP Negeri 14 Surabaya is quite clear, namely to create an educational environment that is safe, comfortable, and free from violence. This goal is not only stated in the school policy document, but is also understood by the principal and teachers as policy implementers. The teacher explained that the SRA policy was implemented to reduce bullying behavior that has affected the comfort of students at school. Thus, it can be known that the substance of the policy has been well understood by policy implementers in the school environment.

In addition to having a clear purpose, the substance of the SRA policy also shows that it is in accordance with the needs of students. The condition of the school environment, which was previously colored by bullying behavior, is one of the indicators that students need a safer

¹⁴ rena Uptis, "Real And Contrived Uses Of Electronic Mail In Elementary Schools," in *Computer Assisted Learning*, ed. MICHAEL KIBBY (Amsterdam: Pergamon, 2021), 233–43, <https://doi.org/https://doi.org/10.1016/B978-0-08-040249-9.50037-4>.

¹⁵ Richard Armitage, "Bullying in Children: Impact on Child Health," *BMJ Paediatrics Open* 5, no. 1 (2021): 1–8, <https://doi.org/10.1136/bmjpo-2020-000939>.

¹⁶ Daniel Pan et al., "Ethnic Disparities in COVID-19: Increased Risk of Infection or Severe Disease?," *The Lancet* 398, no. 10298 (2021): 389–90, [https://doi.org/10.1016/S0140-6736\(21\)01428-8](https://doi.org/10.1016/S0140-6736(21)01428-8).

¹⁷ Seth Berkley, "COVAX: More than a Beautiful Idea," *The Lancet* 398, no. 10298 (2021): 388, [https://doi.org/10.1016/S0140-6736\(21\)01544-0](https://doi.org/10.1016/S0140-6736(21)01544-0).

learning environment and support their development. In this context, SRA policies are present as a solution to improve the condition of the school environment through a more child-friendly educational approach. This approach can be seen from the change in the pattern of student coaching that prioritizes communication, character development, and logical consequences rather than physical and verbal punishment.¹⁸

If analyzed further using Anderson's theory, the substance of the SRA policy at SMP Negeri 14 Surabaya can be said to be relevant to the problems faced by schools. The policies implemented are not just general, but are prepared based on real conditions on the ground. This is important in policy evaluation because good policies must be able to respond to the needs of the target community. In this study, the target community in question is students as the main beneficiaries of the Child-Friendly School policy. Through this policy, schools strive to create a safer learning environment so that students can learn comfortably without fear of violence or discrimination.¹⁹

On the other hand, the substance of the SRA policy at SMP Negeri 14 Surabaya also shows the school's commitment to implementing the principles of child protection in a sustainable manner. This can be seen from the formation of the Child-Friendly School implementation team which is tasked with supervising and protecting students in the school environment. The existence of the team is an important part in ensuring that the content of the policy does not only stop at administrative documents, but can also be applied in daily school life. In Anderson's theory²⁰, the existence of a policy implementation structure is an important part of the substance of the policy because it shows the readiness of the organization in achieving the policy objectives that have been set.

Based on the overall results of the study, it can be seen that the evaluation of the substance of the Child-Friendly School policy at SMP Negeri 14 Surabaya shows quite good results. The SRA policy was born from the real need for schools to overcome bullying problems and create a safer educational environment for students. In addition to having a clear legal basis through²¹, kebijakan tersebut juga diperkuat melalui Surat Keputusan Kepala Sekolah mengenai pembentukan Tim Pelaksana Sekolah Ramah Anak. Isi kebijakan yang mencakup disiplin positif, penghapusan kekerasan, kawasan tanpa rokok, dan perlindungan hak anak menunjukkan bahwa substansi kebijakan telah dirancang sesuai dengan kebutuhan peserta didik dan tujuan pendidikan yang ramah anak. Dengan demikian, jika ditinjau menggunakan teori evaluasi kebijakan Anderson²², substansi kebijakan SRA di SMP Negeri 14 Surabaya dapat dikatakan telah memenuhi aspek relevansi, kejelasan tujuan, serta kesesuaian kebijakan dengan permasalahan yang dihadapi sekolah.

Policy Implementation

Based on the results of interviews with principals, teachers, and students, the implementation of the Child-Friendly School (SRA) policy at SMP Negeri 14 Surabaya is carried out by involving all school residents as part of the policy implementation. The teacher explained that all educators are involved in the implementation of the SRA and are "written in the decree issued by the school," so that each teacher has a responsibility in creating a safe and comfortable school environment for students. The principal also explained that the implementation of the policy was carried out through meetings with deputy principals, staff, and teachers to discuss the division of duties and the implementation of the SRA program in schools. The principal also said in an interview on May 8, 2026 "we discussed at the meeting

¹⁸ Simon Cauchemez et al., "Education and Mental Health: Good Reasons to Vaccinate Children," *The Lancet* 398, no. 10298 (2021): 387, [https://doi.org/10.1016/S0140-6736\(21\)01453-7](https://doi.org/10.1016/S0140-6736(21)01453-7).

¹⁹ Andrew Green, "Barbara Murphy," *Lancet (London, England)* 398, no. 10298 (2021): 384, [https://doi.org/10.1016/S0140-6736\(21\)01660-3](https://doi.org/10.1016/S0140-6736(21)01660-3).

²⁰ Daniel Hofrenning and Stefanie Chambers, *Public Policymaking*, in *American Politics* (2025), <https://doi.org/10.4324/9781003474807-16>.

²¹ Peraturan Menteri Pemberdayaan Perempuan Dan Perlindungan Anak Nomor 4 Tahun 2024 Tentang Penyelenggaraan Layanan Pemenuhan Hak Anak.

²² Hofrenning and Chambers, *Public Policymaking*.

related to the division of jobs and their respective fields," so that each party understands their responsibilities in supporting the implementation of the Child-Friendly School policy.²³

If analyzed using the theory of policy evaluation by James E. Anderson in a study conducted by Hofrenning & Chambers (2025), Policy implementation is related to how a policy is implemented by policy implementers in the field. At this stage, the success of implementation is influenced by the readiness of human resources, organizational coordination, and the involvement of policy-related parties. Based on the results of the study, the implementation of the SRA policy at SMP Negeri 14 Surabaya shows that there is quite good coordination between school residents. The division of tasks carried out through meetings and the involvement of all teachers shows that schools try to implement policies in a structured manner and not only make BK teachers the main implementers of policies.²⁴



One of the important indicators in Child-Friendly Schools is the presence of educators and education personnel who understand the principles of the Convention on the Rights of the Child (KHA). Based on the results of the interviews, schools made various efforts to improve teacher competence through training, socialization, and comparative studies. The teacher explained that the BK team participated in the training and then the results were shared with other teachers through school meetings. The principal also said that the school "brought in resource persons, training from the office, and comparative studies to increase teacher competence." These efforts are carried out so that teachers are able to keep up with the development of student needs and understand a more child-friendly approach to education.²⁵

In Anderson's evaluation perspective, human resource readiness is an important part of policy implementation. A good policy will not run optimally if the policy implementer does not understand the purpose and content of the policy implemented. Therefore, training and strengthening teacher capacity is an important step so that educators are able to apply the principles of Child-Friendly Schools in the learning process and student development. The principal also explained that education is an important foundation in the implementation of children's rights in the school environment so that teachers must be able to adapt learning patterns to the development of current students.²⁶

In addition to improving the quality of educators, the implementation of the SRA policy is also seen in the learning process which is starting to be directed to be more child-friendly. The teacher explained that all teachers are always reminded that "SRA's duties are done by everyone," so that every educator has the responsibility to create a comfortable and safe

²³ Noornajihan Jaafar et al., "The Importance of Self-Efficacy: A Need for Islamic Teachers as Murabbi," *Procedia - Social and Behavioral Sciences* 69, no. Icepsy (2021): 359–66, <https://doi.org/10.1016/j.sbspro.2012.11.421>.

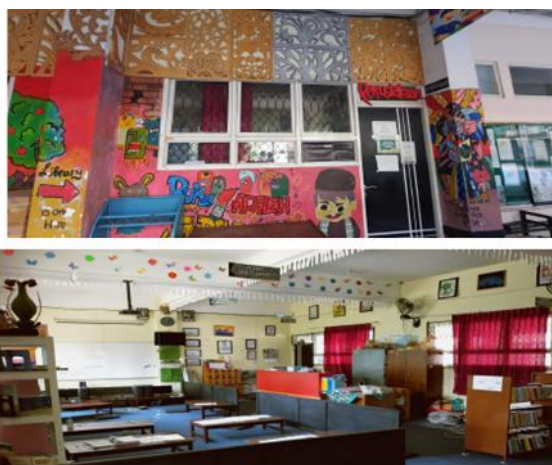
²⁴ Manuel Goyanes, Carlos Lopezosa, and Beatriz Jordá, "Identifying Navigating the Barriers of Parental Involvement in Early Childhood Education," *CI: Current Issues in Education* 25, no. 1 (2024): 100124.

²⁵ James H. Duffee et al., "Early Childhood Home Visiting," *Pediatrics* 140, no. 3 (2017), <https://doi.org/10.1542/peds.2017-2150>.

²⁶ Karsten SaThierbach et al., *No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析* Title, in *Proceedings of the National Academy of Sciences*, vol. 3, no. 1 (2015).

learning environment for students. In its implementation, schools began to change the pattern of student coaching that previously emphasized punishment to a more persuasive and educational approach. The teacher explained that teachers must be able to be more friendly and no longer use harsh methods in reprimanding students.²⁷

These changes are also felt by students. One of the students explained that after the implementation of SRA, the relationship between teachers and students became better than before. One of the students who serves as the student council president with the initials AR who has conducted an interview on May 8, 2026 said "now teachers often invite good conversations if there is a problem, so students are not too afraid to tell stories." The statement shows that the implementation of the policy is starting to affect communication patterns in the school environment. Students also explained that the learning atmosphere became more comfortable because teachers were more patient in giving directions to students. This shows that the child-friendly learning process is beginning to be applied in daily interactions at school.²⁸



In the Child-Friendly School indicator, facilities and infrastructure are also an important part of supporting policy implementation. Based on the results of the interviews, the school provides various supporting facilities that support the safety and comfort of students. The teacher explained that the school provides simple games, safety warning boards, school discipline, and a non-smoking area as part of the implementation of the SRA. In addition, there is a special team and teachers who are responsible for certain areas to ensure that school facilities remain safe for students. The provision of these facilities shows that the school not only focuses on changing the behavior of teachers and students, but also seeks to create a physical environment that supports children's growth and development.²⁹

Students also admitted that the school environment became more comfortable after the SRA policy. One of the students said that "in school now it is more comfortable because there are many rules that make students feel safe, for example, smoke-free areas and teachers are also more attentive." The statement shows that the facilities and rules implemented by the school have an influence on students' sense of security while in the school environment. In Anderson's perspective, facility support is part of the policy implementation resources that profoundly influence policy success on the ground.³⁰

²⁷ Recenzenti, Prof. dr Claus Roxin Prof. dr Milan Škuli , and Prof. dr Stanko Bejatovi , "Pravda Po Meri Deteta," *Journal of Chemical Information and Modeling* 53, no. 9 (2021): 1689–99.

²⁸ J. Spradley, *Review Reviewed Work (s) : Participant Observation by Published by : The George Washington University Institute for Ethnographic Research*, 53, no. March (2017): 4–7, <https://doi.org/10.2307/3318111>.

²⁹ Rachel A. Kentor and Amanda L. Thompson, "Answering the Call to Support Youth Orphaned by COVID-19," *The Lancet* 398, no. 10298 (2021): 366–67, [https://doi.org/10.1016/S0140-6736\(21\)01446-X](https://doi.org/10.1016/S0140-6736(21)01446-X).

³⁰ Andrea Bruun et al., *Professional When Prognosticating Imminent Death in Advanced Cancer Patients : The ADJUST Study*, no. May (2022), <https://doi.org/10.13140/RG.2.2.20629.19683>.

In addition to facilities and infrastructure, student participation is also an important indicator in the implementation of Child-Friendly Schools. Based on the results of the interviews, the school involved students in the implementation of policies through socialization from the beginning of school entry. The principal explained that "the beginning of the children entering the orientation period we convey regarding the implementation of SRA to students and parents." The socialization was carried out so that students understood the school rules, their rights and obligations, as well as the purpose of implementing Child-Friendly Schools. Through these activities, students not only become policy recipients, but are also involved as part of the implementation of a child-friendly school culture.³¹

The participation of students can also be seen from their involvement in maintaining the school environment and obeying the applicable rules. One of the students explained that students were reminded to respect each other and not to bully friends. Students said that "if there is a friend who jokes about being late, they are usually immediately reminded so that they don't become bullying." The statement shows that students are beginning to understand the importance of maintaining good social relations in the school environment. In Anderson's theory (Hofrenning & Chambers, 2025), The involvement of target groups in the implementation of the policy is one of the indicators that the policy is beginning to be understood and implemented by the parties who receive the benefits of the policy.³²



Although the implementation of the policy has been underway, the results of the study show that there are still several obstacles in the implementation of SRA in schools. The teacher explained that every year there are new students who are not used to the culture of Child-Friendly Schools so that nonverbal bullying behavior and quarrels between students are still found. The teacher said that "there are still students who commit non-verbal bullying behind the teacher or outside the school." In addition, schools also still find students who find it difficult to understand that the form of coaching in SRA no longer uses physical or verbal punishment.³³

Other obstacles also arise from some parents of students. The teacher explained that "there are some parents who are in favor of being punished," while the school seeks to resolve the problem through a family approach and non-violent coaching. In the SRA indicator, parental and community participation is an important part in supporting policy success. Based on the results of the research, the school has tried to involve parents through socialization since the orientation period of new students. However, there are still differences of views between schools and some parents regarding the pattern of student development.³⁴

³¹ Carel IJsselmuiden et al., "Should Global Financing Be the Main Priority for Pandemic Preparedness?," *The Lancet* 398, no. 10298 (2021): 388, [https://doi.org/10.1016/S0140-6736\(21\)01387-8](https://doi.org/10.1016/S0140-6736(21)01387-8).

³² Kosuke Mizukoshi, "Case Study Research and Applications," *Japan Marketing Journal* 43, no. 2 (2023): 3–5, <https://doi.org/10.7222/marketing.2023.045>.

³³ Susan Davie et al., "Child Friendly Spaces: Protecting and Supporting Children in Emergency Response and Recovery," *Australian Journal of Emergency Management* 29, no. 1 (2021): 25–30.

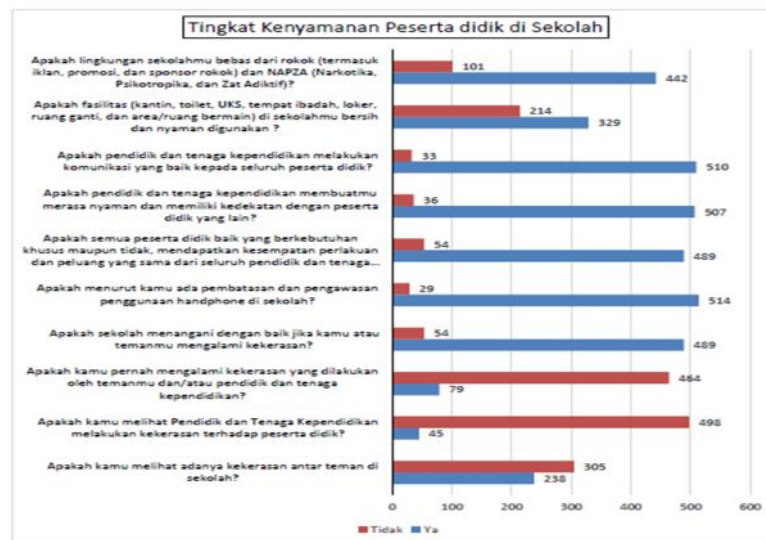
³⁴ Krueger RA, "Focus Group (FG)," *Advanced Tools for Sustainability Assessment, European Commission Webbook*, no. January 2007 (2014).

In Anderson's evaluation perspective (Hofrenning & Chambers, 2025), This condition shows that the implementation of the policy is influenced by the support of the social environment outside the school. The policies implemented by schools will be more successful if they get support from parents and the community. Therefore, schools continue to strive to build communication with parents so that the goals of implementing Child-Friendly Schools can be understood together. The principal explained that coordination is carried out in stages starting from the principal, teachers, students, to parents so that there are no misunderstandings in the implementation of policies.³⁵

Based on the overall results of the study, the implementation of the Child-Friendly School policy at SMP Negeri 14 Surabaya shows that the school has tried to implement child-friendly principles through the involvement of all school residents, improving teacher competence, implementing more humane learning, providing supporting facilities, and involving students and parents in the implementation of policies. Although there are still some obstacles in its implementation, SRA policies in general have been running in accordance with the indicators of Child-Friendly Schools. If analyzed using Anderson's policy evaluation theory, the implementation of SRA policy at SMP Negeri 14 Surabaya can be said to be quite good because it is supported by organizational coordination, the readiness of educators, student involvement, support for school facilities, and the participation of parents and the community in supporting the creation of a safe and comfortable educational environment for students.³⁶

Policy Impact

ANALISA TINGKAT KENYAMANAN PEMBELAJARAN PESERTA DIDIK TERHADAP PELAYANAN SMP NEGERI 14 SURABAYA



Based on the results of a questionnaire regarding the level of students' learning comfort with services at SMP Negeri 14 Surabaya, the implementation of the Child-Friendly School (SRA) policy shows a fairly positive impact on the condition of the school environment. The data presented in the diagram indicate that most students perceive the school environment as supportive of a safe and comfortable learning atmosphere. This is reflected in the high percentage of “yes” responses across several service indicators related to the principles of Child-Friendly Schools, such as 93.9% of students stating that teachers communicate well with students, 93.4% feeling comfortable in social interactions at school, 90.1% perceiving fair treatment from educators, and 94.7% acknowledging the existence of supervision regarding

³⁵ Tjaša Žakelj et al., *IMPLEMENTATION OF UNACCOMPANIED MINORS ' RIGHTS IN SLOVENIA : AN ANALYSIS BASED ON THE BEST INTEREST*, 2021.

³⁶ Luciano Romano et al., “Academic Resilience and Engagement in High School Students: The Mediating Role of Perceived Teacher Emotional Support,” *European Journal of Investigation in Health, Psychology and Education* 11, no. 2 (2021): 334–44, <https://doi.org/10.3390/ejihpe11020025>.

mobile phone use at school. These findings reinforce the results of interviews with principals and teachers who stated that SRA policies are implemented to create a safer, more comfortable, and supportive educational environment for students' development.³⁷

In the indicator of the school environment free from cigarettes, liquor, narcotics, psychotropics, and other addictive substances, 442 students (81.4%) answered “yes,” while 101 students (18.6%) answered “no.” These results show that the majority of students consider the school environment to be safe enough from various things that can interfere with learning comfort. This condition is in line with the results of the teacher's interview who explained that the school has implemented a smoke-free zone as part of the Child-Friendly School indicator. In the perspective of impact evaluation, according to Anderson, this condition shows that the policies implemented by the school have resulted in real changes to the physical environment of the school so that it is able to support the safety of students while in the educational environment.³⁸

In addition, the data also shows that school facilities are considered sufficient to support the comfort of students. A total of 329 students (60.6%) stated that facilities such as canteens, toilets, UKS, places of worship, lockers, changing rooms, and play areas were clean and comfortable to use, while 214 students (39.4%) answered “no.” Although the number of students who feel comfortable is more dominant, the data shows that there are still several facilities that need to be improved so that all students can feel comfortable equally. The findings are in accordance with the results of observations and teacher interviews who explained that the school has provided various supporting facilities, such as simple games, security warning boards, and discipline in several corners of the school. In Anderson's evaluation (2003), The impact of the policy is not only seen from the general success, but also from the extent to which the policy is able to meet the needs of all target groups. Therefore, the data shows that the SRA policy has run quite well, although there is still a need to improve the quality of school facilities and infrastructure.³⁹

In the aspect of the relationship between teachers and students, the results of the questionnaire showed a fairly positive impact. A total of 510 students (93.9%) stated that educators and education staff communicated well to all students, while only 33 students (6.1%) answered “no.” In addition, 507 students (93.4%) stated that educators and education staff helped them feel comfortable and build positive relationships with other students. These results show that the change in teachers' communication patterns that are more friendly after the implementation of SRA is really felt by students. This finding is in line with the results of teacher interviews who said that after the implementation of SRA, teachers are required to be “soft spoken” and prioritize communication over punishment. In Anderson's evaluation theory, changes in policy implementation behavior are an important indicator in seeing policy effectiveness. Thus, the data shows that SRA policies have succeeded in influencing the interaction patterns between teachers and students to be more positive.⁴⁰

In the indicator of fair treatment of students, 489 students (90.1%) stated that all students, including students with special needs, received equal opportunities and treatment from educators and education staff, while 54 students (9.9%) answered “no.” The data shows

³⁷ Ben Dyson et al., “Educators’ Experiences of Establishing Social and Emotional Learning Pedagogies in an Elementary School with at-Risk Students,” *International Electronic Journal of Elementary Education* 13, no. 5 (2021): 625–38, <https://doi.org/10.26822/iejee.2021.217>.

³⁸ Hannah Gaffney, Maria M. Ttofi, and David P. Farrington, “Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis,” *Campbell Systematic Reviews* 17, no. 2 (2021), <https://doi.org/10.1002/cl2.1143>.

³⁹ Kathleen A. Martin Ginis et al., “Participation of People Living with Disabilities in Physical Activity: A Global Perspective,” *The Lancet* 398, no. 10298 (2021): 443–55, [https://doi.org/10.1016/S0140-6736\(21\)01164-8](https://doi.org/10.1016/S0140-6736(21)01164-8).

⁴⁰ Susan D. Hillis et al., “Global Minimum Estimates of Children Affected by COVID-19-Associated Orphanhood and Deaths of Caregivers: A Modelling Study,” *The Lancet* 398, no. 10298 (2021): 391–402, [https://doi.org/10.1016/S0140-6736\(21\)01253-8](https://doi.org/10.1016/S0140-6736(21)01253-8).

that most students feel that schools have applied the principle of equality in the learning process and educational services. This is in line with the goals of Child-Friendly Schools which emphasize the importance of education without discrimination. In Anderson's evaluation in a research conducted by , the impact of a policy can be said to be successful if the policy is able to provide benefits that are directly felt by the target group. In this context, students begin to feel that there is a fairer and more inclusive treatment in the school environment.⁴¹

The questionnaire results also showed that 514 students (94.7%) stated that there were restrictions and supervision regarding mobile phone use at school, while 29 students (5.3%) answered "no." This condition shows that schools are trying to create a more conducive learning environment through supervision of the use of technology in the educational environment. In addition, 489 students (90.1%) stated that the school responded well when they or their friends experienced violence, while 54 students (9.9%) answered "no." The findings show that students consider schools to be quite responsive in handling various forms of violations and violence that occur in the school environment.⁴²

However, the results of the questionnaire also show that there are still challenges in the implementation of the SRA policy. A total of 464 students (85.5%) stated that they had experienced violence committed by peers or educators and education staff, while 79 students (14.5%) answered "no." In addition, 305 students (56.2%) stated that they had witnessed or knew about violence between students at school, while 238 students (43.8%) answered "no." The data shows that although SRA policies have had a positive impact, violent and bullying behaviour has not completely disappeared from the school environment. This finding strengthens the results of teacher interviews which stated that there are still students who commit nonverbal bullying outside of teacher supervision or outside school.⁴³

In the perspective of impact evaluation according to James E. Anderson⁴⁴, In the research conducted by , these conditions show that the SRA policy at SMP Negeri 14 Surabaya has had a fairly good impact, but its implementation still requires continuous strengthening. Anderson explained that policy evaluations not only look at the success of the program, but also pay attention to the impact that is not in line with the policy objectives. In this study, the success of the policy can be seen from increasing student comfort, better teacher communication, and the creation of a safer and conducive school environment. However, on the other hand, the presence of students who experience or witness violence shows that schools need to improve supervision, character building, and cooperation with parents so that the principles of Child-Friendly Schools can be applied more optimally.⁴⁵

Overall, the questionnaire data and interview results show that the Child-Friendly School policy at SMP Negeri 14 Surabaya has provided positive changes to the educational environment. Students begin to feel a more comfortable learning atmosphere, the relationship with the teacher becomes better, and the coaching system is carried out with a more humanist approach. However, schools still need to evaluate and improve continuously, especially in minimizing violent behavior and bullying that still occurs in the student environment. Thus, the impact evaluation according to Anderson shows that the SRA policy at SMP Negeri 14

⁴¹ Alejandra Jáuregui et al., "Scaling up Urban Infrastructure for Physical Activity in the COVID-19 Pandemic and Beyond," *The Lancet* 398, no. 10298 (2021): 370–72, [https://doi.org/10.1016/S0140-6736\(21\)01599-3](https://doi.org/10.1016/S0140-6736(21)01599-3).

⁴² Sally Hopewell et al., "Progressive Exercise Compared with Best Practice Advice, with or without Corticosteroid Injection, for the Treatment of Patients with Rotator Cuff Disorders (GRASP): A Multicentre, Pragmatic, 2 × 2 Factorial, Randomised Controlled Trial," *The Lancet* 398, no. 10298 (2021): 416–28, [https://doi.org/10.1016/S0140-6736\(21\)00846-1](https://doi.org/10.1016/S0140-6736(21)00846-1).

⁴³ Nicole Lurie, Gerald T. Keusch, and Victor J. Dzau, "Should Global Financing Be the Main Priority for Pandemic Preparedness? – Authors' Reply," *The Lancet* 398, no. 10298 (2021): 388–89, [https://doi.org/10.1016/S0140-6736\(21\)01382-9](https://doi.org/10.1016/S0140-6736(21)01382-9).

⁴⁴ "An Introduction."

⁴⁵ Madhumita Shrotri et al., "Spike-Antibody Waning after Second Dose of BNT162b2 or ChAdOx1," *The Lancet* 398, no. 10298 (2021): 385–87, [https://doi.org/10.1016/S0140-6736\(21\)01642-1](https://doi.org/10.1016/S0140-6736(21)01642-1).

Surabaya has been quite effective in creating a more child-friendly school environment, although there are still several aspects that need to be strengthened so that the policy goals can be achieved optimally.⁴⁶

CONCLUSION

Based on the results of the research on the evaluation of the Child-Friendly School (SRA) policy at SMP Negeri 14 Surabaya, it can be concluded that the policy has run quite well and is in accordance with the needs of the school environment. From the aspect of policy substance, the implementation of SRA is motivated by the increasing cases of bullying in the school environment, so a policy is needed that is able to create a safe, comfortable, and supportive learning environment for students. This policy also has a clear legal basis and a directed goal in protecting children's rights in the educational environment. In terms of implementation, schools have involved all school residents in the implementation of policies through the division of tasks, teacher training, socialization to students and parents, and the provision of child-friendly support facilities. The approach to fostering students has also changed to be more humane through persuasive communication and the application of positive discipline. However, the implementation of the policy still faces several obstacles, such as bullying behavior outside school supervision and differences in the views of some parents on the pattern of coaching without physical or verbal punishment.

Meanwhile, in terms of policy impact, the implementation of SRA has made positive changes to the school environment. Students feel a more comfortable learning atmosphere, the relationship between teachers and students is better, and schools are considered more responsive in dealing with problems of violence and violations. However, the results of the study also show that violent and bullying behaviors have not completely disappeared, so it is necessary to strengthen supervision, character development, and cooperation between schools and parents in a sustainable manner. Overall, based on James E. Anderson's theory of policy evaluation in the research by Hofrenning & Chambers (2025), The Child-Friendly School policy at SMP Negeri 14 Surabaya can be considered quite effective because it has met the relevant aspects of the policy, structured implementation, and has a positive impact on students in creating a more child-friendly educational environment.

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⁴⁶ Chengyan Zhu et al., "Cyberbullying Among Adolescents and Children: A Comprehensive Review of the Global Situation, Risk Factors, and Preventive Measures," *Frontiers in Public Health* 9, no. March (2021): 1–12, <https://doi.org/10.3389/fpubh.2021.634909>.

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