The Role of Teachers in Child-Friendly School Programs di SDIT An-Nur Kab. Muara Jambi

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Abstract

Child-friendly schools, or SRA for short, are schools that prioritize the safety, welfare, and rights of their students and take steps to ensure that they are free from threats of violence and discrimination. The purpose of this study is to Describe the Planning, Implementation, and Monitoring Implementation of the Child-Friendly School Program at SDIT An-Nur, Muara Jambi Regency. A qualitative research method with a descriptive approach is used in this study. The results of the study showed: 1) The planning that was completed at SDIT An-Nur, Muaro Jambi Regency, succeeded in meeting the standard requirements for SRA program planning. 2) The implementation of a Child-Friendly School at SDIT An-Nur, Muara Jambi Regency, was very successful and met the SRA indicators and received an award from the City Education Office at the Green School Festival activity with the nomination of the best SD-S at the Child-Friendly School level in Jambi City. 3) For monitoring, the researcher sent a pre-made questionnaire to representatives of the principal and teaching staff at SDIT An-Nur in Muara Jambi Regency and asked them to fill it out. Then the questionnaire was reviewed by the relevant agencies and services. The evaluation of the SRA program at SDIT An-Nur, Muara Jambi Regency, was compared and contrasted with the overall program evaluation.

Keywords: Child-Friendly Schools, SRA Program Implementation, and Teachers

Abstrak

Sekolah yang ramah anak, atau disingkat SRA, adalah sekolah yang mengutamakan keselamatan, kesejahteraan, dan hak-hak siswanya serta mengambil langkah-langkah untuk memastikan bahwa mereka bebas dari ancaman kekerasan dan diskriminasi, Tujuan dari penelitian ini adalah Mendeskripsikan Perencanaan, Pelaksanaan, dan Monitoring Implementasi Program Sekolah Ramah Anak di SDIT An-Nur Kabupaten Muara Jambi. Metode penelitian kualitatif dengan pendekatan deskriptif digunakan dalam penelitian ini. Hasil penelitian menunjukkan: 1) Perencanaan yang

diselesaikan di SDIT An-Nur Kabupaten Muaro Jambi ini berhasil memenuhi persyaratan standar perencanaan program SRA. 2) Pelaksanaan Sekolah Ramah Anak di SDIT An-Nur Kabupaten Muara Jambi sangat berhasil dan memenuhi indikator SRA mendapatkan penghargaan dari Dinas Pendidikan Kota pada kegiatan Green School Festival dengan nominasi SD-S terbaik tingkat Sekolah Ramah Anak di Kota Jambi. 3) Untuk Monitoring, peneliti mengirimkan kuesioner yang sudah dibuat sebelumnya kepada perwakilan kepala sekolah dan staf pengajar di SDIT An-Nur di Kabupaten Muara Jambi dan meminta untuk mengisinya. Kemudian kuesioner ditinjau oleh badan dan dinas terkait. Evaluasi program SRA di SDIT An-Nur Kabupaten Muara Jambi dibandingkan dan dikontraskan dengan evaluasi program secara keseluruhan.

Kata Kunci: Guru, Implementasi Program SRA, Sekolah Ramah Anak.

A. Introduction

The Indonesian government has a responsibility to ensure that all children in the country can enjoy constitutionally guaranteed freedoms. This is a national mandate enshrined in Child Protection Law No. 23 of 2002 (Octavia, 2018). Children's rights to life, liberty, and the pursuit of happiness must be protected, and they must be protected from all forms of abuse, including physical and non-physical forms of violence. The Indonesian government has gone to great lengths to ensure that its citizens can exercise their legal right to education by respecting, nurturing, and acting in accordance with its commitments (Sirait, 2017). Thus, the rights and justice of every citizen who pursues education are guaranteed. Therefore, children do not have to worry about being ostracized or subjected to any kind of abuse because they are getting the best education. Investing in student education is one of the most important things a country can do as it has a huge influence on one's character, personality, and ability to function in society (Muhardi, 2004).

Learning activities in formal educational settings such as schools involve cooperation between teachers and students. The role of educators is not only as a facilitator who imparts knowledge to students but also as a coach who guides them through challenging exercises in pursuit of their own

learning goals (Agustina, 2017). On the other hand, students actively seek new knowledge and abilities. The established curriculum is followed in the classroom. Teachers must have the capacity to design, implement, and assess learning objectives. To choose the best strategy, approach, and media for their students, teachers develop lesson plans. Both the skill to plan learning and the ability to lead it, such as helping students understand current learning, are very important. After successfully carrying out the learning, the teacher must then be able to evaluate the learning to ensure whether the students have understood the content or not. In addition, the state of facilities and infrastructure is a consideration in the learning process because it is the backbone of activities that have been planned to obtain the best results in terms of benchmarks for the educational process (Novita, 2017).

To achieve this goal, educators position themselves as authority figures responsible for all classroom activities including, at times, the use of physical force against students who violate the rules. There were a total of 12,566 incidents of violence against Indonesian children in 2021 data until the end of November and it shows an upward trend in the following year, according to statistics provided by cnnindonesia (KemenPPPA, 2021)

In response to the 2016 Indonesian Children's Congress' call for child-friendly schools to be available to remote areas, the government began developing the "Child Friendly Schools" program. As a result, the government seeks to engage with schools across the country, both urban and rural, to establish child-friendly curricula and activities to protect children's rights in the classroom. Seeing how formal schools in Indonesia often ignore children's rights, Indonesia embraces UNICEF's CFS program. The CFS program was launched as part of an initiative to improve the quality of life of Indonesia's young generation by ensuring that all children have access to the protection and opportunities to which they are entitled (Hajaroh, 2017).

A child-friendly school, or CFS for short, is a school that prioritizes the safety, welfare, and rights of its students and takes steps to ensure that they are free from the threat of violence and discrimination (Sayekti et al., 2018). The government hopes that CFS can carry out its responsibility to fulfill, bear, and protect children's rights and stipulate that educational institutions are able to develop students' interests and talents and develop students' skills to be able to take responsibility for education, live tolerantly, respect each other, and create peace.

The official rules for CFS programs are contained in the Child Friendly School Policy, Regulation No. 8 of 2014, issued by the Minister of Women's Empowerment and Child Protection. By describing the components that will make the program a success, Article 4 of the CFS policy describes the rationale behind the initiative. CFS program indicators are listed in this section for CFS policy variables, curriculum implementation indicators, education indicators and educated education personnel on children's rights, CFS facilities and infrastructure, and participation of children, parents, and the community. The provision of school programs that are in accordance with growth and development, a safe and friendly school climate, and well-maintained physical resources, all play a role in the success of the CFS program (Hajaroh, 2017).

Previous research based on the originality of the study outlines the similarities and differences in the boundaries of the problem under study with other researchers, helping to reduce the likelihood of the topic being studied. Research (Utari, 2016a) outlines that communication, human and natural resources, and physical infrastructure are all necessary for successful CFS implementation. With the CFS model, schools can become centers of character- and environment-based education, and there is a strong commitment from schools to maintain child-friendly schools. Then, (Ambarsari &; Harun, 2018) conducted research in two elementary schools in Yogyakarta and implemented the CFS curriculum. Both schools have facilities and infrastructure that help them walk. For example, students can

choose their own classrooms, classrooms have good tools for learning, and classrooms are organized in ways that engage students. Another study by (Kusdaryani et al., 2016) with the explicit aim of assessing the implementation of CFS ideas and emphasizing the importance of school culture in realizing CFS. The research was conducted at SDN Pingit 01 Pringsurat, Temanggung Regency. The findings show that cultural notions differ from those practiced by students and staff according to the school's vision and mission, rules and regulations, and eight cultures of teacher discipline and ten cultures of student shame. And how teachers feel and act towards their children, as well as how they work to improve school culture, is crucial in defining what CFS is and how it is implemented.

To become a more effective CFS implementation standard, curricular implementation utilizing CFS programs must be planned, implemented, and assessed. Therefore, how to organize, implement, monitor, and evaluate the Child Friendly School Program at SDIT An-Nur Muara Jambi Regency is the main emphasis of this research (KemPPPA RI, 2015). To better understand how the Child Friendly School Program is implemented at SDIT An-Nur Muara Jambi Regency, this study aims to describe, Planning, Implementing, and Monitoring the Implementation of the Child Friendly School Program at SDIT An-Nur Muara Jambi Regency. Teachers can use this research as a reference point or springboard for further research on the topic, and the resulting knowledge can help them establish themselves in society as defenders of their children's rights. In addition to encouraging more imaginative teaching practices in the curriculum of child-friendly classrooms.

B. Method

Descriptive research methods were used for this study. By taking this approach, studies can talk about the phenomenon of society as a whole, describe it through its nature, and its models (Sanjaya, 2015). This research uses qualitative methods, and the findings are presented in the form of a

report detailing what was learned after looking at relevant factors (Arikunto, 2019). The implementation of the CFS program at SDIT An-Nur Muara Jambi Regency is the focus of this descriptive qualitative study, namely collecting data in the field and describing it in words based on written problem formulations.

In qualitative studies, the main instrument is the researcher himself. The capacity of researchers to supply theoretical and extensive knowledge is essential in ensuring a smooth information-gathering process. Researchers need skills such as question formulation, data analysis, photography, and the ability to replicate the environment learned (Sugiyono, 2013).

Data collection techniques carried out through observation include the stages of CFS program preparation, the formulation process, and socialization planning and the implementation of the CFS program is the beginning of the implementation process of the child-friendly school program at SDIT An-Nur, Muara Jambi Regency. Learning activities, extracurricular activities available, curriculum used, existing facilities and infrastructure, and the implementation of CFS programs are all things that need to be monitored and evaluated to ensure that the Child Friendly School Program runs smoothly at SDIT An-Nur Muara Jambi Regency. (Syaodih Sukmadinata, 2007).

Furthermore, interviews were conducted with related parties, including the head of the SRA program at SDIT An-Nur Muara Jambi Regency, teachers and staff at SDIT An-Nur Muara Jambi Regency, as well as students and parents. Then documentation, which keeps records of actions through technological means to conduct archival research. Documentation studies are studies that collect data through document-based methods. The aim is "to collect and analyze written documents, drawings, and electronic documents which are then selected to focus on issues in the documentation process conducted at SDIT An-Nur Muara Jambi Regency and sourced from written documents and drawings." (Bungin, 2005). Some types of written

records kept by SDIT An-Nur Muara Jambi Regency include lesson plans, student attendance records, various gift certificates, information about school and faculty student organizations, and mission statements, vision statements, and strategic plans. Included in the photographic record are images illustrating various aspects of CFS program administrative support.

The data analysis that researchers use is descriptive analysis, because researchers are interested in conducting qualitative research. An analysis can be broken down into three different types, as described by Miles and Huberman in Emzir's book, when analyzing qualitative data, researchers use dynamic models that combine data reduction, data presentation, inference, and conclusion verification. (Emzir &; Pd, 2012).

C. Results and Discussion

Planning for the Implementation of the Child Friendly School Program at SDIT An-Nur, Muara Jambi Regency

The process of making CFS program policies begins with careful planning. Planning is a sequential cognitive representation of behavior with a purpose (Morissan, 2015). The creation of a mental picture of the sequence of steps to be followed to achieve the goal is one of the definitions of planning. Planning is the process of weighing potential directions of action. Some action must be taken first to pave the way for others to follow.

According to (Setiadi, 2014), planning is an effort that follows a rationally constructed procedure to explain the stages that must be passed to achieve a goal. The following is an explanation of the results of a study conducted on CFS program planning at SDIT An-Nur, Muara Jambi Regency.

1. In the early stages of CFS program development at SDIT An-Nur Muara Jambi Regency, the Principal held a committee meeting and CFS Program staff to review the goals, objectives, and evaluation of the program.
2. The Child Friendly School portfolio was presented by SDIT An-Nur Muara Jambi Regency to affiliated parties, who then conducted field

visits to validate the information provided. After that, the proper authorities decide whether the institution is qualified or not.

3. The CFS development team is formed by the school committee and leadership. Student volunteers are also part of the development team.

4. The development team then develops an annual plan that considers disaster-safe schools, school health, and CFS program policies.

The problem of fulfilling children's rights, especially in the context of schools, arises at the planning stage of the CFS program, and it is hoped that these problems can be resolved through the implementation of CFS. Guidelines for creating child protection and education programs and activities that result in CFS are set out in alternative policies that build on previously developed plans (Hajaroh, 2017). Alternative policies in the form of CFS programs are then assessed to see the benefits when adopted. Under the current framework, proposed CFS programs are not automatically accepted but require support from a number of competent stakeholders.

One way to look at many forms of planning is as an attempt to put one's ideas into practice (to link knowledge and action). According to the Islamic view, planning is the process through which ideas are transformed into actions that improve existing conditions. According to (bin David, 2000), pre-planning is the most important part of the process. The stages are:

1. Recognize the circumstances and situations in each scenario, including the importance of planning for people and organizations;

2. Collect all oral and textual data for use as input;

3. Study and assess to take action.

Given the development of children's rights issues that need to be addressed, the formulation of the malasah implementation of the child-friendly school program at SDIT An-Nur Muara Jambi Regency has been in accordance with the planning stages raised by these difficulties. The next step is to submit the CFS program planning in the form of a portfolio to the relevant agencies, outlining the steps taken and the expected benefits.

Implementation of Child Friendly School Program at SDIT An-Nur, Muara Jambi Province

The implementation of social or educational programs is a topic of discussion in the implementation stage. Program implementation refers to the process of implementing an activity with a view to realizing program objectives. According to Fadhila Shofiana's article in the journal Morality and Citizenship, Charles O. Jones' program implementation theory shows how programs function as part of a larger strategy intended to achieve specific goals (Fahmi, 2021).

The three basic programs are as follows: (1) It is important to have a clear structure during planning so that those responsible for implementation are qualified and competent; (2) interpretation, carried out by the implementer in order to implement the program in accordance with technical instructions and implementation guidelines in order to achieve the expected objectives; (3) In order for the work program to run according to the activity schedule and prevent conflicts with other programs, it is very important to make the work process explicit in the application.

Thus, the following are the stages of implementation of policy implementation implemented at SDIT An-Nur Muara Jambi Regency:

1. Organizing stage,

   This stage begins with the preparation of the implementation team and the CFS development team, as stated in the SDIT An-Nur Development Decree of Muara Jambi Regency which was stipulated on June 22, 2021 by Halimah, M.Pd as the person in charge of the CFS program at SDIT An-Nur Muara Jambi Regency. At SDIT An-Nur, Muara Jambi Regency, the criteria for CFS program facilities and infrastructure have been met through the implementation of healthy canteens, UKS programs, Adiwiyata programs, and MCK facilities that are separated between men and women.

2. Interpretation stage.

   The interpretation stage requires presenting the program in accordance with technical standards so that the intended audience and implementers can understand its purpose. SDIT An-Nur Muara Jambi Regency is committed to implementing the CFS program with the support or agreement of every member of the school community.

3. Application stage or implementation stage

   The program is carried out by SDIT An-Nur Muara Jambi Regency in accordance with the established plan. The CFS program, which has been implemented effectively, demonstrates the level of this application process by getting an award from the Jambi City Education Office as the most child-friendly institution in Jambi City.

   In addition, Asna Aneta cites Jan Merse Jan Merse in the Journal of Public Administration, arguing that the following elements have a role in shaping the implementation model: In order of importance: 1. data, 2. policy details, 3. community support (both tangible and intangible), and 4. potential reach. Thus, in accordance with the formulation of the problem, the CFS program at SDIT An-Nur Muara Jambi Regency has been developed and implemented in line with the Charles O. Jones Model and supported by the Jan Merse Jan Merse Model.

   The following indicators used in the CFS program at SDIT An-Nur Muara Jambi Regency are discussed below.

1. Curriculum implementation at SDIT An-Nur, Muara Jambi Regency

   "The SDIT An-Nur curriculum of Muara Jambi Regency is guided by the national standard education curriculum in the form of the 2013 curriculum, including environmental education (adiwiyata), character education, and health education (UKS) (which in its implementation in 3 subjects use English (English, Math, and Science)), information and communication technology-based learning (ICTL), proficient in reading and writing the Quran (BTQ), and family friendly school programs."

To inspire students, bring them closer to their religion, dispel misunderstandings, and create an environment where their unique personalities and abilities can flourish, SDIT An-Nur Muara Jambi Regency incorporates fun and non-threatening activities into the curriculum. The Child-Friendly Teaching Paradigm (CFTM) is a learning model based on principles, protection, and engagement, and is used in the process of teaching and learning activities, as stated by Ranti Eka in educational publications. Teachers at SMP Negeri 1 Tempuran want to avoid using chalk because it can interfere with children's breathing and vice versa unhealthy for them by switching to markers. Children's lungs can be damaged by inhaling lime dust (Utari, 2016b).

Every student at SDIT An-Nur in Muara Jambi Regency is given equal educational opportunities, regardless of physical or mental ability, gender, race, religion, or family situation. There is no bias towards students during the learning process. In addition, there is inclusive education, which allows children of different abilities to learn together. SDIT An-Nur in Muara Jambi Regency creates learning programs that are doable, resilient, but tailored to the talents and needs of each student as well as the guidance and support that teachers can provide, so that children can succeed.

The participation-based learning model at SMP Negeri 1 Tempuran explained by Ranti Eka as carried out at SDIT An-Nur Muara Jambi Regency in the learning process that emphasizes the right of children to be ready to express and be heard, receive, seek, and provide information according to their level of intelligence and age for their development in accordance with the values of decency and decency. Thus, the indicators of curriculum implementation in the formulation of CFS program implementation problems at SDIT An-Nur Muara Jambi Regency in the applied learning are in accordance with the child-friendly learning model

with the use of the Child Friendly Teaching Model (CFTM) learning model based on the 3Ps, namely Provision, Protection, and Participation.

2. Teachers and staff at SDIT An-Nur Muara Jambi Regency who have received child rights education training

In theory, according to George E. III, the availability of complementary resources, especially human capital, is related to the successful implementation of programs with the presence of Resources (Utari, 2016b). To measure the quality of human resources at SDIT An-Nur Muara Jambi Regency, the SRA initiative looks at the accreditation status of the institution's teacher education program. SDIT An-Nur, located in Muara Jambi Regency, now has 53 teaching staff and staff. Nineteen educators have become civil servants; Among them are five men and fourteen women. There were 13 male honorary teachers and 22 female honorary teachers out of a total of 34 people. The number of educators at SDIT An-Nur Muara Jambi Regency is 22 people. Cleaning 10 people, security guards 3 people, librarians 2 people, administrative personnel 3 people, and lab officers 1 person.

Policy implementation is also influenced by human resources that must be sufficient (number) and capable (expertise). The accuracy and feasibility of the number of staff (human resources) and expertise must be possessed in accordance with the job duties handled. Thus, the indicators of educators and education personnel in the formulation of the problem of implementing the CFS program at SDIT An-Nur Muara Jambi Regency that the feasibility of teachers at SDIT An-Nur Muara Jambi Regency is seen from the way teachers are taught. This can be seen from the students' responses on how to teach teachers that are fun and provide freedom of opinion and there is no more corporal punishment given by teachers to students at SDIT An-Nur, Muara Jambi Regency.

3. CFS facilities and infrastructure at SDIT An-Nur, Muara Jambi Regency. George Edward III's theory also explains that resources in the form of infrastructure also support the effective implementation of programs. Equipment resources as a means in implementing policies which include buildings, land and other facilities that will facilitate services in program implementation. If there are limited facilities available, it does not support efficiency and does not encourage the motivation of implementers and program targets in implementing policies.

Kids love outdoor areas with tech features. The playground is enjoyed by the students and surrounded by healthy vegetation. The playground and playhouse at SDIT An-Nur in Muara Jambi Regency are reminiscent of the (traditional) past with green spaces.

The school provides counseling rooms and vent boxes for students as a medium to vent to be a forum for students' views and goals, and is carried out after consulting with parents if there are concerns. There are a variety of non-traditional classroom settings where learning can take place, including on sports fields and in library reading rooms with the use of IEC (communication, information, and education) media and educational game technology. SRA signs/signs/information are posted in playgrounds and study areas, and schools also use information boards to show the way to specific locations.

UKS rooms and programs are available at SDIT An-Nur Muara Jambi Regency, equipped with beds, sinks, and washrooms according to basic health requirements. In addition, school health teams have access to discussion rooms in UKS where they can plan or conduct health-related learning activities. The SEJUKS canteen (healthy, honest and UKS) at SDIT An-Nur Muara Jambi Regency is a healthy choice of place to eat.

Thus, the indicators of facilities and infrastructure used in the development and implementation of CFS programs at SDIT An-Nur Muara Jambi Regency have met security, comfort, and safety standards.

4. Child participation

Student involvement in school is the quality and quantity of students' psychological states such as cognitive, emotional and behavioral reactions to the learning process, as well as academic and social activities in the classroom and outside the classroom to achieve good learning outcomes.124 Willms also added that student involvement in school is a psychological part of students' sense of ownership of their school, acceptance of school values and behaviors related to participation in school.

Students involved in cooperation create a positive classroom environment. In line with this expression, student involvement in compiling class rules and school rules. If students violate it, they will be subject to punishment but not corporal punishment. 126 It was also done at SDIT An-Nur Muara Jambi Regency that when students were punished, the punishment was not corporal punishment but to more educational punishments, such as writing things ordered by the teacher.

Thus, the indicator of children's participation in the formulation of problems in the implementation of the CFS program at SDIT An-Nur, Muara Jambi Regency, is explained that students are involved in all activities carried out at school. Students are always active in outdoor and indoor learning activities. Students also give an assessment of school conditions. For example, in environmental problems students give signs to places that are considered to have potential and risk, besides that students are trained to dare to express opinions either through formal activities, learning or during major events.

5. Participation of parents, communities, the business world, stakeholders, and so on.

   A positive parent-child relationship has an influence on children while in school. So that the good and bad behavior of children at school tends to be influenced by the habits that children see and accept around their environment, especially at home as the first education for children.

   In line with this states that parents should educate their children social and environmental skills. At SDIT An-Nur in Muara Jambi Regency, for example, parents and guardians devote at least 20 (twenty) minutes every day to reading and interacting with their children.

   Adinaryana and Uma's research suggests that instructors should involve parents in classroom activities including planning and evaluating student learning spaces, discussing student academic achievement, and more. Parents at SDIT An-Nur in Muara Jambi Regency, Indonesia, play an active role in CFS implementation by attending meetings and communicating frequently with educators. In addition, there are Inspiration Classes and Inspiration Classes with parents of students who have certain professions known as the movement down to elementary school (SD) for a day, sharing stories and work experiences and inspiration to motivate students (Ambarsari &; Aaron, 2018).

   As Preston points out, there is some level of engagement available to the school community (School Community Council-SSC). Those directly involved include students, staff, and lecturers at the institution; Then sympathizers are those who are not supporters of the community. Family and community are vital to the well-being of their children. In order for disruptive behavior among students to decrease, schools and parents must work together to create a welcoming atmosphere. Parents have a responsibility to assist their children in developing social and emotional skills.

Members of the school community must maintain positive relationships with each other, communities, and organizations in the area. In the neighborhood around the school, SDIT An-Nur in Muara Jambi Regency maintains close relationships with the community and organizations. As an example of this engagement, police were asked to speak to students about road safety during the school's annual flag ceremony. In addition, the school works closely with local health centers to promote healthy eating among students and conducts regular food safety checks in the school cafeteria to ensure that children are getting healthy food choices. Thus, Indicators of involvement from families, communities, businesses, and other interested parties have helped establish social relationships between students and school staff. All school residents have been instructed to exemplify the 5S culture of smiles, greetings, greetings, courtesy, and courtesy at all times. This is done to reduce the number of verbal and physical conflicts that arise in CFS programs in schools. Creating a high-quality environment that can effectively promote well-being, including child well-being, is an integral aspect of ensuring that child-friendly schools are practiced.

Child Friendly School Program at SDIT An-Nur Muara Jambi Regency: Implementation, Monitoring, and Evaluation

Achieving the set goals depends not only on the planner but also on the amount of supervision provided. These two activities "planning and monitoring" highlight the importance of management in general. The purpose of monitoring a program is to ascertain how successfully it is carrying out its intended objectives, identify problems that arise, and provide solutions for those responsible for realizing the program plan. Since assessment and evaluation can only be done after data collection and analysis from monitoring is complete, this stage is often considered part of the monitoring process. Because the goal of any evaluation is to ascertain

how well a program is performing in relation to the objectives that have been set, assessments tend to focus on outcomes.

So that the formulation of the problem by referring to the supervision and assessment of the CFS program at SDIT An-Nur Muara Jambi Regency is SDIT An-Nur Muara Jambi Regency monitored by SRA-related agencies and institutions, who visit schools and fill out questionnaires filled out by school principals and representatives of educators and education personnel in real terms. Please note that the assessment conducted at SDIT An-Nur Muara Jambi Regency is not limited to the evaluation (assessment) of CFS, but includes a comprehensive review of all current and previous activities of the institution. The CFS program, Adiwiyata program, family friend school program, and other programs are all assessed collectively. The annual plan is another product of a review conducted at SDIT An-Nur, Muara Jambi Regency, based on the findings of previous program evaluations.

E. Conclusion

The conclusions obtained as a result of research conducted on the implementation of the Child Friendly School policy at SDIT An-Nur Muara Jambi Regency are as follows:

1. The planning completed at SDIT An-Nur, Muaro Jambi Regency successfully met the requirements of SRA program planning standards.

2. The implementation of Child Friendly Schools at SDIT An-Nur Muara Jambi Regency was very successful and met the CFS indicators received an award from the City Education Office at the Green School Festival activity with the nomination of the best SD-S at the Child Friendly School level in Jambi City. SDIT An-Nur in Muara Jambi Regency currently uses the CFS program as part of its curriculum. Nothing in this curriculum encourages discrimination or violence against children.

3. For Monitoring, researchers sent a pre-made questionnaire to representatives of the principal and teaching staff at SDIT An-Nur in Muara Jambi Regency and asked to fill it out. Then the questionnaire is

reviewed by the relevant agencies and agencies. The evaluation of the CFS program at SDIT An-Nur, Muara Jambi Regency is compared and contrasted with the overall program evaluation.

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