

The Implementation of Management in the Child Friendly School Program at SD Negeri 05 Bojongbata, Pemalang Regency

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Abstract

This study aims to describe the implementation of management in the Child-Friendly School (*Sekolah Ramah Anak/SRA*) program at SDN 05 Bojongbata, Pemalang Regency. The SRA program is designed to foster an environment that supports the optimal fulfillment of children's rights through inclusivity and protection. Employing a qualitative descriptive phenomenological approach, the research utilized observations, in-depth interviews, and documentation to analyze management functions: planning, organizing, implementation, and supervision. The findings show that SRA program management at the school is systematic and participatory. Planning involves setting clear objectives, designing activities, developing implementation strategies, and assessing challenges and resources. Organizing is realized through the formation of an implementation team with structured task allocation and routine coordination. Implementation benefits from principal leadership, clear directives, and ongoing motivation to encourage active participation from all school members. Supervision is carried out via regular evaluation and follow-up based on established success criteria. Key success factors include stakeholder engagement, adequate facilities, and collaboration with external partners such as health centers. Nevertheless, challenges remain, particularly regarding limited human resources and funding, which must be addressed to ensure program sustainability. This study contributes both scientifically and practically by highlighting the pivotal role of effective, participatory school management especially in planning, leadership, and stakeholder collaboration as the foundation for optimizing and sustaining Child-Friendly School initiatives.

Keywords: Participatory Planning; School Leadership; Stakeholder Collaboration

Introduction

Education holds a strategic role in human resource development and the achievement of national goals. An effective educational process is significantly influenced by the quality of the school environment, which must be safe, comfortable, and conducive to the physical, mental, and social growth of students (Hasbullah, 2021). To address these challenges, the government, through the Ministry of Education and Culture, initiated the Child-Friendly School Program (*Sekolah Ramah Anak/SRA*), emphasizing the creation of a learning atmosphere that is not only academically quality but also protects the rights and welfare of children during their time at school (Humaidi & Sholeh, 2016). The novelty of this study is its comprehensive focus on the management functions within the context of implementing the Child-Friendly School program at the elementary school level, specifically at SDN 05 Bojongbata, and its integration with other ongoing school programs. This research not only examines management implementation in general but also identifies how these management functions can be aligned with the principles of child protection and the fulfillment of children's rights within the school environment.

The implementation of the Child-Friendly School program requires the application of effective and systematic school management, encompassing the functions of planning, organizing, execution, and supervision (Mulyasa, 2019; Anasih, 2022). Good management can optimize school resources and ensure that the SRA program runs according to its objectives, thereby creating an inclusive learning environment for all students. SDN 05 Bojongbata in Pemalang Regency has implemented the Child-Friendly School program since 2023 and has demonstrated success in school management to support the program. This program runs concurrently with the school's efforts to implement a healthy school and Adiwiyata school (environmentally friendly school), which further improves the quality of the school environment. The management implementation of SRA at SDN 05 Bojongbata involves the formation of an implementation team, integration of the program into school policies, and continuous evaluation to ensure the effectiveness and sustainability of the program.

The Child-Friendly School (SRA) is an educational unit that consciously strives to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner (Humaidi & Sholeh, 2016). This concept emphasizes creating a learning environment that is healthy, free from violence and discrimination, and encourages children's participation in school life (Hajroh, 2017; Sunardi, Fadrul, & Priyono, 2024). According to UNICEF (2009), a child-friendly school must meet the qualities of being inclusive, effective, healthy, and strongly connected to the community. The main principles of SRA include non-discrimination, the best interests of the child, respect for the child's views, and transparent and accountable management (Sunardi et al., 2024). In its implementation, SRA requires fulfilling program aspects, environment, and facilities that align with the needs and potential of children (Hajroh, 2017).

School management is defined as the process of managing human resources and other resources effectively and efficiently to achieve educational goals (Kristiawan et al., 2017; Imron, 2023). In the context of SRA, school management not only manages teaching and learning activities but also directs all resources to realize a friendly school that supports children's rights (Suprihanto, 2018; Sufriadi, 2017). Child-friendly school management refers to classical management functions including planning, organizing, actuating, and controlling, adapted to the needs and characteristics of SRA (Terry, 2019; Rohiat, 2015). Planning the SRA program includes formulating objectives, strategies, and resource allocation that correspond to the potential and needs of the school and students (Hikmat, 2011). Organizing regulates the organizational structure and task division within the SRA implementation team, involving teachers, parents, and students (Wiyani, 2022).

The actuating function focuses on motivation and leadership direction to mobilize all school members to actively participate in the implementation of the SRA program (Yusuf, 2022; Anavia, 2021). Meanwhile, controlling is the process of supervision and evaluation that ensures activities run according to plans and objectives, with follow-up improvements if obstacles are found (Haryanto et al., 2024; Baihaqi, 2020). Previous studies have demonstrated the importance of effectively applying management functions in SRA implementation to achieve a friendly, inclusive school environment that supports holistic child development (Rafli, 2023; Abdul, 2023; Dodi, 2024; Sunardi, 2024; Siradj, 2024).

In line with the above, this study explicitly aims to analyze the implementation of management in the Child-Friendly School program at SDN 05 Bojongbata, focusing on how participatory planning, school leadership, and stakeholder collaboration contribute to optimizing and sustaining a child-friendly school environment.

Method

This study employs a qualitative descriptive approach with a phenomenological type aimed at providing an in-depth description of how management is implemented in the Child-Friendly School program at SDN 05 Bojongbata, Pemalang Regency. This approach enables the researcher to explore the meanings of experiences and school management practices conducted directly at the research site (Sugiyono, 2019). The research was carried out at SDN 05 Bojongbata, Pemalang District, Pemalang Regency, during the second semester of the 2024/2025 academic year, specifically from January to February 2025. The research stages were systematically organized, beginning from the pre-field phase, field data collection, to data analysis and reporting of results. The research design follows a qualitative descriptive framework that elaborates in detail the processes of data collection and analysis to understand the management of the Child-Friendly School program. The research stages consist of pre-field activities (survey and literature study), fieldwork (data collection), data analysis, as well as evaluation and reporting. The primary instrument in this study is the researcher, who conducts participatory observation, in-depth interviews, and documentation. Supporting tools such as interview guidelines and audio recorders are used to ensure valid and thorough data collection. Data collection techniques include direct observation of the management activities of the program, unstructured interviews with the principal, teachers, school committee members, parents, and students, as well as documentation studies involving meeting minutes, school administration records, and activity journals. Triangulation techniques are applied to ensure data validity by combining diverse methods and data sources. Data analysis employs the interactive model by Miles, Huberman, and Saldana, which involves data reduction, data presentation, and conclusion verification. This process is conducted repeatedly from the beginning of data collection to select, organize, and interpret data, resulting in a comprehensive depiction of the implementation of management in the Child-Friendly School program.

Result dan Discussion

This study examines the implementation of management in the Child-Friendly School (*Sekolah Ramah Anak/SRA*) Program at SDN 05 Bojongbata, focusing on the four management functions: planning, organizing, actuating, and controlling. The results show that the management of the SRA program at this school is carried out systematically and collaboratively, starting from planning, organizing, implementation, to supervision.

In the planning function, the school sets objectives, designs activities, determines strategies, prepares budgets, and analyzes both supporting and inhibiting factors using a SWOT approach. The program objectives are established participatively through meetings involving the principal, teachers, supervisors, the school committee, parent representatives, and external partners such as the local health center. The main goal is to create a school environment that supports optimal child development. Activity planning was formulated in a second meeting, resulting in five main subprograms: a safe and violence-free school, a healthy and clean school, inclusive and active learning, extracurricular activities to strengthen children's character, and partnerships with parents. Implementation strategies were determined through participatory discussions emphasizing the involvement of the entire school community, teacher capacity building, provision of safe spaces, and collaboration with external parties. SWOT analysis identified limitations in land, human resources, and funding, as well as strengths such as adequate physical facilities and external support. The program budget mainly relies on regular BOS funds, supplemented by material assistance from the Environmental Agency. Supporting facilities include the school health unit (UKS), clean toilets, handwashing

stations, segregated waste bins, and waste management facilities. This participatory planning approach aligns with Rafli (2023) and Abdul (2023), who found that stakeholder involvement in planning increases program relevance and sustainability. Dodi (2024) also highlights that collaborative planning creates a more inclusive and supportive school environment.

The organizing function is implemented through clear task distribution based on the principal's Decree (SK), which establishes the implementation team and Student Forum. Delegation of authority and responsibility is assigned to teachers, school guards, and students according to their roles and competencies. Team coordination is structured through monthly meetings and informal communication in the teachers' room to ensure smooth program execution. This organizational structure and delegation follow the recommendations of Rafli (2023) and Abdul (2023) regarding the importance of clear structure and delegation in school management. Kristiawan et al. (2017) also emphasize that effective school management is greatly influenced by well-defined roles and ongoing coordination. In the actuating function, program implementation is carried out through directives and work orders from the principal to all stakeholders, including teachers, students, school guards, and parents. Motivation is provided formally through meetings and awards, as well as personally to enhance team spirit and professionalism. Process monitoring is conducted through monthly coordination meetings and direct supervision in the field by the program leader and team members. This function is in line with Syafruddin (2022), who stresses the importance of leadership direction and motivation in management implementation. Sunardi (2024) and Sari et al. (2022) in the *Jurnal Manajemen Pendidikan* found that motivation and a collaborative work culture are key drivers of successful program implementation in schools.

The controlling function is carried out by setting standards and success indicators based on official SRA program documents. Success measurement involves routine evaluations, observing changes in student behavior, and tangible outcomes such as healthy living habits and environmental management at school. Program results are compared to established standards, and any discrepancies lead to problem-solving discussions and follow-up actions during monthly evaluation meetings. The involvement of external partners such as the local health center in evaluation ensures objective and holistic assessment, as supported by Abdul (2023) and Sunardi (2024). Baihaqi (2020) and Haryanto et al. (2024) also highlight the importance of continuous evaluation and corrective actions in school management.

Overall, the implementation of the four management functions at SDN 05 Bojongbata demonstrates the synergy between participatory management and leadership-based school management. The principal acts as a facilitator in participatory planning, delegation of authority, motivation, and leadership in evaluation, reflecting the principles of distributed leadership (Sari et al., 2022; Sufriadi, 2017). This approach is consistent with the concept of participatory school management, where decision-making and responsibility are shared among stakeholders, increasing ownership and program sustainability (Sari et al., 2022). On the other hand, leadership-based management ensures that the vision and mission of the SRA program are consistently communicated and internalized by all school members (Syafruddin, 2022). In conclusion, the implementation of management in the Child-Friendly School Program at SDN 05 Bojongbata is effective and aligns with management principles: thorough planning, structured organizing, directed implementation, and systematic supervision. The involvement of all stakeholders and the support of facilities and infrastructure are key factors in the program's success. However, challenges such as limited human resources and funding still require attention to ensure the sustainability and optimal performance of the program in the future.

Conclusion

Based on the results of this study, it can be concluded that the implementation of management in the Child-Friendly School (*Sekolah Ramah Anak* - SRA) program at SDN 05 Bojongbata has been carried out quite well and systematically through the four main management functions: planning, organizing, implementation, and supervision. The principal actively leads the program planning by setting clear objectives and structuring the program through coordination meetings. Organizing is conducted with appropriate task distribution, delegation of authority according to teachers' competencies, and effective team coordination. In the implementation phase, direction and motivation from the principal are key to successfully executing the program optimally. The supervision function is also applied by establishing evaluation standards, measuring program success, and holding evaluation meetings for follow-up improvements. However, adjustments are needed in the planning process to avoid excessive length and to ensure a more equitable distribution of tasks to prevent overburdening teachers. This study supports educational management theory which emphasizes the critical managerial role of the principal in the successful implementation of school programs. Effective management significantly determines the sustainability and achievement of the SRA program's goals. The researcher recommends that SDN 05 Bojongbata adjust the timing in the planning process to improve efficiency. The principal should consider more balanced task distribution to equalize teachers' workload. Optimizing collaboration with related partners such as the local health center (puskesmas) and community organizations is also crucial to support program implementation without overloading teachers. Furthermore, an adaptive supervision system and two-way communication within the implementation team are expected to enhance the effectiveness and responsiveness of the SRA program.

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