

Child-Friendly School Environment Management

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ABSTRAK

Penerapan sekolah ramah anak harus didasarkan pada prinsip tanpa kekerasan atau diskriminasi terhadap disabilitas, gender, suku, agama, atau latar belakang orang tua. Kendala dalam mewujudkan Sekolah Ramah Anak antara lain perlunya fasilitas yang lebih lengkap dan memadai. Pendidik juga belum mempunyai kemampuan untuk menerapkan sekolah Ramah Anak. Oleh karena itu penelitian ini bertujuan untuk menganalisis bagaimana pengelolaan lingkungan hidup mewujudkan Sekolah Ramah Anak. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah melalui observasi, wawancara, dan dokumentasi. Data dianalisis secara interaktif dengan cara reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengelolaan lingkungan hidup mengikuti komponen sekolah ramah anak dengan baik. Hal itu terlihat dari nilai rata-rata item pernyataan pada indikator sekolah ramah anak yang menunjukkan jawaban responden cenderung setuju dan sangat setuju. Namun ada beberapa saran yang perlu diperhatikan: transparansi dalam mencegah siswa putus sekolah, peningkatan persyaratan kesehatan, dan kerjasama dengan berbagai pihak terkait.

ABSTRACT

Implementing child-friendly schools must be based on principles without violence or discrimination against disability, gender, ethnicity, religion, or parental background. Obstacles in creating Child-Friendly school include the need for more complete and adequate facilities. Educators also do not have the ability to implement Child-Friendly school. Therefore this study aims to analyze how environmental management realizes Child-Friendly Schools. This study used qualitative descriptive methods. The data collection techniques use in this study is through observation, interviews, and documentation. Data is analyzed interactively by data reduction, data presentation, and conclusions. The results showed that environmental management followed the components of child-friendly schools well. That can be seen from the average value of statement items on the child-friendly school indicator which shows respondents' answers tend to agree and strongly agree. However, several suggestions need to be considered: transparency in preventing students from dropping out of school, increasing health requirements, and cooperation with various related parties.

1. INTRODUCTION

Schools are mandated to organize the education and teaching process systematically and continuously. Educators and education staff in schools are expected to facilitate students in developing educated behavior. This learned behavior is displayed through academic and non-academic achievements, ethical behavior, noble morals, and high learning motivation (Febrianti, 2021; Nuraeni et al., 2020). Therefore, schools serve as a place to instill various values in students to prepare them for the future. Child-Friendly Schools (CFS) is a mandate that the State must carry out to fulfill children's rights as stated in the Convention on the Rights of the Child, which Indonesia ratified in 1990 (Talu & Gomes, 2019; Utami et al., 2021). This mandate is also demanded by Law Number 23 of 2003 concerning Child Protection and Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2003 concerning Child Protection. CFS is designed to create safe, clean, healthy, caring, and cultured environmental conditions. These conditions ensure the fulfillment of children's rights and protection from violence, discrimination, and other mistreatment (Inayati & Trianingsih, 2019; Yosada & Kurniati, 2019). A safe and comfortable school environment supports students' growth and development of a good personality. A comfortable learning

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atmosphere can shape student discipline. A neatly arranged, clean environment will always look comfortable and conducive if this is balanced with good behavior from humans around the environment. The purpose of Child-Friendly Schools is the Fulfillment of Children's Education Rights (PHPA), ensuring all children have their right to education fulfilled and are protected from various acts of violence and discrimination. Child-friendly schools consciously strive to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner (Fitriya et al., 2021; Sayekti et al., 2018). Aspects that must be considered in child-friendly schools, as written in the Child-Friendly School (CFS) guidebook, include six components, one of which is school facilities and infrastructure. Infrastructure facilities in schools also facilitate comfortable learning activities. Therefore, a design that complies with the standards of Child-Friendly Schools is needed to create a safe environment for children (R. V. K. Dewi et al., 2021; Kurniyawan et al., 2020). Child-friendly schools openly involve children in all activities and social life, encouraging growth, development, and welfare.

Implementing child-friendly schools must be based on principles without violence or discrimination against disability, gender, ethnicity, religion, or parental background. In addition, CFS must create an environment that respects the dignity of children and ensures each child's holistic and integrated development. It should respect children's views and ensure sound management that guarantees transparency, accountability, participation, information disclosure, and adherence to the rule of law (Fauziati et al., 2021; Puspitasari, 2017). This child-friendly school can be realized if education stakeholders work together to strengthen the school environment and classroom environment, which can affect a sense of security and comfort. Child-friendly schools (CFS) have unique characteristics that cover several essential aspects. First are attitudes towards students, including fair treatment for all students and the application of local religious, social, and cultural norms (Fahmi, 2021; KUSDARYANI et al., 2016). Second, practical and innovative learning methods that make learners feel happy and active in the learning process. Third, using teaching media such as textbooks and teaching aids to support the teaching and learning process. Fourth, student participation in various activities that develop their competencies (Anwar et al., 2016; Indraswati et al., 2020). Fifth, classroom arrangements involve students in arranging benches, decorations, and illustrations. Finally, a classroom environment involves students in creating a school environment and providing facilities supporting hygiene and health. A child-friendly school is a school that provides protection, appreciation, and participation to children as learners. However, the reality is that the current learning atmosphere has not met expectations. Indonesian Women and Children Protection (PPAI) recorded that 84% of students had experienced violence at school, 75% of students admitted to having committed violence at school, 7% of male students mentioned that teachers or school officials committed violence, 22% of female students mentioned that teachers or school officials had committed violence, 40% of students aged 13-15 years had experienced violence from their peers, and 50% of children have experienced bullying at school. Therefore, joint efforts from all parties are needed to realize child-friendly schools (Fahmi, 2021; Shantini et al., 2022).

One of the challenges in education on National Children's Day is the need for more training for teachers to realize child-friendly schools. Teachers are one of the education stakeholders who play an essential role in creating a conducive and fun learning environment for children (Aguiar et al., 2019; Wang et al., 2020). However, not all teachers have sufficient abilities and skills to carry out their duties professionally and humanely. Some teachers still use monotonous learning methods, lack creativity, and even tend to be repressive and discriminatory against students. That certainly harms the psychological and academic development of children (Alhalafawy & Zaki, 2019; Gaidelys et al., 2022). Therefore, teachers must receive continuous training to improve their competence and performance. Various studies have been conducted to understand the implementation and benefits of Child-Friendly Schools (CFS). Research by previous study focuses on planning, implementing, and evaluating CFS programs at SMA Negeri Ngupasan Yogyakarta (Cobanoglu et al., 2018). This study used qualitative descriptive methods and found that CFS program planning involves planning program content, financing, facilities and infrastructure, and personnel. The program's implementation includes organization and coordination, while the CFS development team conducts evaluations at the end of each semester. Another research emphasizes the importance of school environmental management in creating CFS in MAN 20 Aceh Besar (Yunus et al., 2017). This research uses descriptive methods and qualitative approaches to determine environmental management, the obstacles faced, and solutions to these obstacles in creating CFS. The results of this study show that environmental management in creating CFS includes the management of the physical, social, academic, and spiritual environment of schools. Obstacles include a need for more student latrine facilities and limited classrooms. Solutions to this obstacle include applying for financial assistance to the Aceh Besar Education Office and working with alums. This study aims to analyze how the school environment is managed to create Child-Friendly Schools. Based on preliminary observations at SMA Negeri 7 Jakarta, this school has several advantages. This school is managed in an integrated manner

in terms of curriculum, learning, facilities, infrastructure, and management activities. SMA Negeri 7 Jakarta also has complete infrastructure facilities that support comfortable and safe student learning activities. In addition, the school also collaborates with the Health Office to continue to improve the health standards of the school environment for the better.

2. METHOD

This study used a qualitative descriptive method. Qualitative research is a postpositivist method used to examine natural object conditions, where researchers are key instruments, data collection techniques are triangulated (combined), data analysis is inductive/qualitative, and qualitative research results (Almeida, 2020; Vaismoradi et al., 2016). The research object is SMA Negeri 7 Jakarta, located at Jln. Perintis Kemerdekaan Kelapa Gading – North Jakarta. The subjects or respondents (informants) selected in this study are teachers, parents, and students of SMA Negeri 7 who have a direct relationship with the topic. The data in this study was divided into two: primary data and secondary data. Primary data is collected by the author himself and directly related to the research being carried out. Meanwhile, secondary data are the results of relevant research studies, including journals, internet access, literature, reference books, documents, or school reports. Data collection techniques involve observation, interviews, and documentation. These techniques are used to obtain relevant and objective data and information. Qualitative data analysis is carried out interactively and occurs continuously until completion. Thus, the data becomes saturated and produces much information obtained at the time in the field. A measure of data saturation is characterized by no more data or new information. Analysis activities include data reduction, data display, and verification/conclusion drawing as activities in analyzing data (Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

SMA Negeri 7 Jakarta has a rich and rapidly developing history. In 1975, the school acquired 7315 m² of land from the DKI Jakarta Regional Government. Construction of the school building began in 1976, creating four study rooms: the Principal's room, administration room, warehouse room, WC, and school guard's house. In 1977, the building began to be used as a remote grade of SMA 13. Then, in 1978, five study rooms were added. In 1979, the status of the school changed to a branch of SMA Negeri 13, and two more study rooms were added. After operating as a branch for about one and a half years, the school finally became SMA Negeri 7 Jakarta in May 1981. In 1982, five study rooms and one errand house were added. Until now, SMA Negeri 7 Jakarta has developed into a school with adequate learning facilities. That is a testament to the school's commitment to providing quality education. The vision of this school is to become a superior school in faith, piety (IMTAK), science, technology (IPTEK), health, and good character. The school's mission includes increasing faith and piety to God Almighty through character education, the formation of students with literacy skills based on the Industrial Revolution era 4.0, facilitation of academic activities through learning based on the Industrial Revolution Era 4.0, the formation of Human Resources (HR) educators and education personnel based on the industrial revolution era 4.0, increasing academic and non-academic achievement, and cultivating a love for a clean, healthy, beautiful, safe, and pleasant environment.

The purpose of this school is to shape the personality of students who fear God Almighty, have knowledge and noble morals; create schools that excel in Imtak and Science and Technology; create a clean, beautiful, orderly, safe, comfortable, and pleasant school; and prepare students with superior knowledge and skills in order to compete in the era of the industrial revolution 4.0. SMA Negeri 7 Jakarta is also a Safe and Child-Friendly School. Safe School standards include being free from bullying and harassment, free from racial sentiments, free from the influence of drugs and alcohol, free from cigarettes and cigarette smoke, free from pornography and pornoaction, free from sexual harassment, free from blackmailing practices or worrying about losing luggage at school or free from influences that are not following religious or cultural teachings or social values both from inside and outside the school environment. The school is also safe from natural and non-natural and social disasters. In addition to this, it is also safe from vandalism practices or visual violence practices and has adequate infrastructure that ensures safety for all school residents. The distribution of questionnaires to respondents of SMA Negeri 7 Jakarta provides a clear picture of how much the questionnaire can be processed to determine its characteristics. A total of 100 questionnaires have been sent; of these, 86 questionnaires were successfully processed, accounting for 86% of the total questionnaires sent. Meanwhile, 14 questionnaires, or 14% of the total, have yet to return. The main reason for this is time constraints and lost or non-returning

questionnaires. That shows that most questionnaires successfully achieve their goals and provide valuable data for further analysis. The distribution of questionnaires shown to SMA Negeri 7 Jakarta respondents aims to determine how much the questionnaire can be processed to determine its characteristics.

Table 1. Characteristics of Respondents

Elements Demographics	Demographics Respondents	Sum	Percentage
Gender	Man	35	40.70%
	Woman	51	59.30%
	Total	86	100 %
Status	Guru	40	46.51%
	Student	26	30.23%
	Parents	20	23.26%
	Total	86	100 %

Table 1 provides an overview of the characteristics of respondents in this study. Of the 86 respondents, 35, or 40.70%, were men and 51, or 59.30%, were women. If we look at the status of respondents, 40, or 46.51%, are teachers, 26, or 30.23% are students, and the remaining 20, or 23.26%, are parents. This data provides valuable insight into the demographics of respondents in the study. CFS policy indicator measurement results is show in Table 2.

Table 2. CFS Policy Indicator Measurement Results

Opinion Respondents	Value	Number of Answers Respondents	Table Value	Weight Value
Very Agree	4	340	1360	58.90%
Agree	3	257	771	33.39%
Disagree	2	87	174	7.54%
Very Disagree	1	4	4	0.17%
Sum		688	2309	100%

Table 2 provides an overview of the results of measuring the Child-Friendly School Policy (CFS) indicator at SMA Negeri 7 Jakarta. From the respondents' answers, the majority, or 58.90%, said they strongly agreed with the SRA policy, while 33.39% agreed. Only a few respondents expressed disapproval (7.54%) and strong disapproval (0.17%). Based on the interviews, students strongly agree with this policy because they feel valued, respected, and protected by the school. They also appreciated the various efforts made by the school to prevent and deal with all forms of violence against students, such as socialization, counseling, mediation, sanctions, and rehabilitation. Parents also strongly agree with this policy because they feel that the school guarantees, protects, and fulfills the rights of students to carry out religious worship and education following their respective religions. They also expect good cooperation between schools and parents in supervising and educating their children. These results show widespread acceptance of implementing child-friendly schools at SMA Negeri 7 Jakarta. Results of measuring indicators for the implementation of a friendly learning process is show in Table 3.

Table 3. Results of Measuring Indicators for the Implementation of a Friendly Learning Process

Opinion Respondents	Value	Number of Answers Respondents	Table Value	Weight Value
Very Agree	4	296	1184	65%
Agree	3	184	552	31%
Disagree	2	36	72	4%
Very Disagree	1	0	0	0%
Sum		516	1808	100%

Table 3 shows that most respondents (65%) strongly agree with implementing a child-friendly learning process in SMA Negeri 7 schools. In addition, 31% said they agreed, only 4% said they disagreed, and no one said they strongly disagreed. The results of interviews with teachers of SMA Negeri 7 show that a child-friendly learning process is a learning process that respects and protects the rights of students as learning subjects. Teachers at SMA Negeri 7 Jakarta provide a fair, accurate, informative picture of the

local community and culture and pay attention to children's rights. They also apply learning assessments without comparing one learner to another. They use a variety of assessment instruments that correspond to the measured competencies and provide constructive and motivational feedback. The results of student interviews show that implementing a child-friendly learning process has created closeness between educators, education staff, and students. Students feel comfortable, confident, and eager to learn. They also feel recognized, appreciated, and supported by their teachers. Results of indicator measurement of educators and education personnel trained in children's rights is show in [Table 4](#).

Table 4. Results of Indicator Measurement of Educators and Education Personnel Trained in Children's Rights

Opinion Respondents	Value	Number of Answers Respondents	Table Value	Weight Value
Very Agree	4	216	864	59.22%
Agree	3	169	507	34.75%
Disagree	2	43	86	5.89%
Very Disagree	1	2	2	0.14%
Sum		430	179	100%

A critical aspect of the CFS program is the quality of educators and education staff. [Table 4](#) shows the results of measuring indicators of educators and education personnel trained in children's rights: 59.22% of respondents strongly agree, and 34.75% agree that educators and education personnel at SMA Negeri 7 Jakarta are trained in children's rights. Only a tiny % of respondents (5.89%) expressed disapproval, and very few (0.14%) expressed strong disapproval. Based on the interview results, the school tried to meet the requirements of educators and trained education personnel. This requirement includes children's rights training for education unit leaders, teachers, administration, parents/guardians, and all school employees. This training aims to improve their knowledge, attitudes, and skills in applying CFS principles in learning. In addition, the school also continuously strives to improve services to students. This service covers academic, non-academic, and student welfare aspects. The school provides adequate learning facilities, professional guidance, counseling, and protection and fulfillment of students' rights. The results of teacher interviews show that educators and trained education personnel have positively impacted the child-friendly learning process. Results of measurement of cfs facilities and infrastructure indicators is show in [Table 5](#).

Table 5. Results of Measurement of CFS Facilities and Infrastructure Indicators

Opinion Respondents	Value	Number of Answers Respondents	Table Value	Weight Value
Very Agree	4	583	2332	57.62%
Agree	3	484	172	35.88%
Disagree	2	126	252	6.23%
Very Disagree	1	11	11	0.27%
Sum		1204	4047	100%

The CFS program is a program that aims to realize schools as safe, comfortable, and fun learning places for students. [Table 5](#) shows that most respondents (57.62%) strongly agree with this school's CFS facilities and infrastructure. In addition, 35.88% expressed approval, only 6.23% expressed disapproval, and 0.27% expressed strong disapproval. Based on the results of teacher interviews with the parents of SMA Negeri 7 Jakarta students, the school tries to meet safety and comfort requirements by providing facilities and infrastructure. Safety requirements include sturdy, strong, and stable buildings with a well-functioning fire protection system. In addition, LCD projectors, air conditioners, CCTV, loudspeakers, whiteboards, and learning tools are as needed. Any reports of damage to facilities directly related to learning, immediate improvement is made. Comfort requirements include classroom capacity according to the function of the room, number of students, and student activities (Ratio 1:34), the temperature and humidity of the classroom are comfortable for teaching and learning activities, and the rooms in the school building, especially the classroom, are protected from noise. In addition, the school has a varied sports field that all students can access. The results of interviews with students show that various facilities and infrastructure greatly help learning activities is show in [Table 6](#).

Table 6. Results of Child Participation Indicator Measurement

Opinion Respondents	Value	Number of Answers Respondents	Table Value	Weight Value
Very Agree	4	192	768	63.26%
Agree	3	144	432	35.58%
Disagree	2	6	12	0.99%
Very Disagree	1	2	2	0.17%
Sum		344	1214	100%

Meanwhile, Table 6 shows the results of measuring child participation indicators, which showed that 63.26% of respondents strongly agreed and 35.58% agreed that children's participation in SMA Negeri 7 Jakarta was quite good. Only a small number of respondents (0.99%) expressed disapproval and very few (0.17%) expressed strong disapproval. Based on the results of interviews with teachers and students of SMA Negeri 7 Jakarta, student participation in the CFS program is shown in several ways. First, educators, education staff, and school committees listen and consider student proposals to map the fulfillment of children's rights and protection. These proposals can take the form of suggestions, criticisms, or creative ideas related to school facilities or activities. Second, students are brave and can make complaints if they experience or witness violence at school. This complaint can be made through a mechanism provided by the school, such as WhatsApp social media. Third, students are allowed to be able to form peer communities, for example, non-violence student communities. This peer community is a forum for sharing, supporting, and empowering fellow students. The results of interviews with students show that students' participation in CFS programs has increased their confidence, responsibility, and involvement in the learning process. Results of measuring parent/guardian participation indicators, community institutions, business world, other stakeholders, and alumni is show in Table 7.

Table 7, Results of Measuring Parent/Guardian Participation Indicators, Community Institutions, Business World, Other Stakeholders, and Alumni

Opinion Respondents	Value	Number of Answers Respondents	Table Value	Weight Value
Very Agree	4	225	900	53.13%
Agree	3	221	663	39.14%
Disagree	2	61	122	7.20%
Very Disagree	1	9	9	0.53%
Sum		516	1694	100%

Finally, Table 7 shows the results of measuring participation indicators of parents/guardians, community institutions, the business world, other stakeholders, and alums. The results showed that 53.13% of respondents strongly agreed, and 39.14% agreed that the participation of parents/guardians, community institutions, the business world, other stakeholders, and alums at SMA Negeri 7 Jakarta was quite good. Only a tiny % of respondents (7.20%) expressed disapproval, and very few (0.53%) strongly disagreed. Based on the results of teacher interviews at SMA Negeri 7 Jakarta, parent/guardian participation is shown by intense communication between parents and teachers, for example, through social media. This communication aims to provide mutual information, suggestions, and input regarding students' learning development. In addition, parents also communicate with the school regarding the child's medical history. It is crucial to ensure the physical and mental well-being of learners. The results of interviews with teachers also explain the role of alums who support the implementation of CFS (Child-Friendly School) activities. Alums participate in the management of the education unit committee, which acts as a strategic partner of the school in planning, implementing, and evaluating CFS programs. Thus, SMA Negeri 7 Jakarta is a school that involves all elements in realizing quality education without violence.

Discussion

Child-Friendly Schools (CFS) are schools that respect, protect, and fulfill children's rights as learners. The main goal of child-friendly schools is to create a comfortable school environment for students and the entire school community. That is done to guarantee and protect children's rights and develop their interests, talents, and abilities. The CFS program aims to realize schools as safe, comfortable, and fun learning places for children. The main goal of child-friendly schools is to create a comfortable school environment for students and the entire school community. That is done to guarantee and protect children's rights and develop their interests, talents, and abilities. The benefits of child-friendly schools

include creating a violence-free school environment, increasing student participation, and making the school a fun place (Cobanoglu et al., 2018; Farikah, 2019). To realize the goals of the Child-Friendly School program at SMAN 7 Jakarta, three aspects must be considered: curriculum, infrastructure, and student affairs. Schools need to provide supporting facilities that make students feel comfortable. Curriculum adjustments are also significant, especially in learning approaches tailored to child-friendly principles. In the student aspect, it is essential to provide direction so as not to take a violent approach (Fitriani, 2020; Nugroho & Nasionalita, 2020). This program is also expected to improve the quality of education and student welfare. One of the indicators of CFS is the acceptance of CFS policies by all school components. The results showed that most respondents agreed with the CFS policy at SMA Negeri 7 Jakarta. The interview results also showed that CFS policies make students feel valued, respected, and protected by the school. They also appreciated the various efforts made by the school to prevent and deal with all forms of violence against students. Another indicator of Child-Friendly Schools (CFS) is the implementation of child-friendly learning processes in schools. The results showed that most respondents agreed with implementing a child-friendly learning process at SMA Negeri 7 Jakarta. The results of interviews with teachers of SMA Negeri 7 Jakarta provide an overview of the child-friendly learning process, which shows that this approach has been well accepted and implemented by the school community (Fahmi, 2021; Kusdaryani et al., 2016).

In planning a child-friendly school at SMAN 7, the school and stakeholders pay attention to child-friendly school guidelines and the existing legal basis. School principals play an essential role in realizing a child-friendly school environment by supervising, maintaining, and taking policies that follow the five principles of child-friendly schools as outlined in PPPA Regulation No. 8 of 2014. That shows a high commitment on the part of the school to implementing the principles of CFS. The planning process of the Child-Friendly School program begins with an agreement or declaration of the school community, including students, teachers, education staff, and alums, ready to implement and achieve the goals of child-friendly schools. The program is structured based on three aspects: curriculum, students, and infrastructure (Fitriani, 2020; Wardani et al., 2022). The Child-Friendly School Program aims to realize schools as safe, comfortable, and fun learning places for students. Based on the results of interviews with teachers and parents of SMA Negeri 7 Jakarta students, the school is striving to meet safety and comfort requirements in providing facilities and infrastructure. In preparing supporting facilities for the Child-Friendly School program, the school adheres to the Child-Friendly School Guide and PPPA Regulation No. 8 of 2014. Facilities must meet standards and be adapted to the school's capabilities. All parties are invited to participate in maintaining and preserving existing facilities (Murtaufiq, 2020; Yuliana et al., 2022). The results of interviews with students show that various facilities and infrastructure greatly help learning activities. That shows that Child-Friendly Schools have great potential to improve the quality of education and student welfare. Although the objectives of the Child-Friendly School environmental management program have yet to be fully achieved concerning the needs of students, it is appropriate thanks to the applicable guidelines and rules and the role of teachers in the program. The headmaster is responsible for structuring the organizational structure of implementing the Child-Friendly School program (Anwar et al., 2016; Indraswati et al., 2020). This organizational structure may involve school residents along with committees and alums. In determining tasks and functions in the organizational structure, schools adhere to child-friendly school guidelines, which are then adjusted to the capacity and ability of team members. The duties and functions of the Principal in the organizational structure include supervising and being responsible for activities that become child-friendly school programs. In addition to being responsible for implementing activities, the Principal is also responsible for the budget contained in the RKAS, ensuring that the budget used is appropriate. Field observations carry out the implementation monitoring and evaluation of the Child-Friendly School implementation program in one team (Fahmi, 2021; Wardani et al., 2022). Field observations are carried out to see whether the planned program is running well. Morning briefings are conducted once a week in order to evaluate activities that have been and are running. Based on the program evaluation, there are still findings of teachers who are less fun in learning. In communication between students and teachers, fun learning must be under the principles of child-friendly schools. In addition, seniority or bullying is still found in the field, indicating that implementing the Child-Friendly School program could have improved (Anwar et al., 2016; Wardani et al., 2022). The need for collaboration from all relevant parties to successfully implement child-friendly schools at SMAN 7, Jakarta, is evident. So, the benefits of implementing the Child-Friendly School program can be felt by all parties, especially students, helping schools develop and progress SMAN 7, Jakarta. SMA Negeri 7 Jakarta also has several advantages. This school has been accredited by A and has excellent achievements in academic and non-academic fields. This school is also an educational institution with a good environment and infrastructure to realize child-friendly schools. In addition, this school became one of the reference schools in DKI Jakarta from 2016 to 2018 from the Ministry of Education and became one of the models of

healthy schools organized by the Ministry of Health. On this basis, SMA Negeri 7 Jakarta strives to create a character- and child-friendly school. The goal is to produce brilliant achievements and realize a school environment conducive to students' growth and development. Child-friendly schools (SRA) try to facilitate the needs of students physically and non-physically so that students feel safe and comfortable while at school. However, there are some suggestions to be aware of. First, SMA Negeri 7 Jakarta is expected to be more transparent in preventing students from dropping out of school. Second, the school needs to improve in terms of health requirements such as natural and mechanical/artificial ventilation, the existence of clean water sources that meet health requirements and flow smoothly, and the availability of disaggregated and closed landfills. Third, SMA Negeri 7 Jakarta and all stakeholders are expected to continue improving education quality by establishing relationships and cooperation with various related parties to succeed in the Child-Friendly School program. Finally, other parties, such as parents, students, the community, school committees, and alumni, are also expected to help and succeed in the Child-Friendly School program at SMA Negeri 7 Jakarta.

4. CONCLUSION

Environmental management in realizing Child-Friendly Schools at SMA Negeri 7 Jakarta has shown excellent results. It includes the management of the physical, social, academic, and spiritual environment of the school. This result can be seen from the average value of statement items on the child-friendly school indicator, which shows that respondents' answers tend to agree and strongly agree. That shows that environmental management is well under the components of child-friendly schools.

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