Publik (Jurnal Ilmu Adminsitrasi)
Vol. 14 No. 1 Tahun 2025
DOI: http://dx.doi.org/10.31314/pjia.14.1.259-269.2025
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ISSN: 2301-573X E-ISSN: 2581-2084

Child Friendly School Policy Analysis of the Principal's Role

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Abstract. Child Friendly School (SRA) or also often called Child Friendly Education Unit is an educational policy that has the aim of creating an atmosphere and conditions of schools that are safe, inclusive, and support the growth and development of children. Principals have an important role in implementing the policy at the school level. This study aims to investigate the roles and challenges faced by school principals in implementing the Child Friendly School (SRA) policy. This research uses a review of relevant literature sources. The results stated that the role of school principals is very important in designing, implementing, and evaluating Child Friendly School (SRA) programs in schools. The principal has a role as a manager, supervisor, as well as a transformational leader who encourages synergy between school community members, then also ensures that child protection principles are applied, and ensures that all activities at school take place safely without violence, discrimination, and bullying. The challenges for school principals during the implementation of SRA include the limitations of adequate facilities and infrastructure, the lack of a comprehensive understanding of the concept of Child Friendly Schools, and the low involvement of parents in supporting the SRA policy in some schools. In conclusion, this study emphasizes the importance of strengthening the capacity of school principals through continuous training and formulating more practical policies so that the implementation of Child Friendly School (SRA) policies can run effectively and sustainably so that it can be optimally implemented in all schools in Indonesia.

Keywords: Education Policy; Child-Friendly; Principal's Role

Received:06-05-2025 ***Revised***:26-05-2025 ***Accepted***:16-06-2025

INTRODUCTION

The concept of Child Friendly Schools (SRA) aims to create an educational environment that is safe, inclusive, and supports the growth and development of children as a whole. This policy expects schools to play a role not only as a place to gain knowledge, but also as a space free from violence, discrimination, harassment, and upholding children's rights as part of building a healthy and characterful generation. According to Suyanto (2021) and Kurniasih and Handayani (2021), the successful implementation of this policy is strongly influenced by the role of the principal as an educational leader who is responsible for interpreting and implementing the principles of Child Friendly Schools (SRA) in daily activities at school.

In Indonesia, the regulation on Child Friendly Schools (SRA) is in Permendikbud No. 82 of 2015, which aims to build a learning environment that respects children's rights and reduce the number of violence in schools (Kemendikbudristek, 2023). Rahmawati (2020) and Widodo (2020) stated that the Principal as the highest leader in the education unit and is the holder of authority

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has a great responsibility in implementing this policy, including in program preparation, strengthening school culture, and handling cases of violence and child protection. The Ministry of Education and Culture issued guidelines and regulations regarding a more in-depth Child Friendly School (SRA) policy contained in the 2021 Revised Edition of the Child Friendly School Guidelines in which the Principal states to make better communication efforts with relevant stakeholders including parents and the community.

The Child Friendly School (SRA) policy has been widely implemented nationally, but school principals still face various challenges in implementing Child Friendly Schools (SRA). The obstacles faced by school principals include a lack of understanding of the concept of the Child Friendly School (SRA) policy, the lack of special training for school principals, and a lack of coordination with external parties including parents and the community (Yusuf & Anwar, 2023). Pramesti (2021) said that principals are also required to not only manage administrative aspects, but also create a child-friendly school climate through active involvement of students, teachers, and parents.

This study aims to analyze the role of school principals in implementing the Child Friendly School (SRA) policy and identify the challenges faced in its implementation in the context of education in Indonesia. This study is based on the analysis of relevant literature from national and international sources to provide an overview of the role of school principals in implementing the Child Friendly School (SRA) policy. Through a review of the literature, it is expected that strategic recommendations can be formulated to improve the effectiveness of Child Friendly School (SRA) policies in Indonesia.

METHODS

The research in this journal uses the literature review method with the aim of analyzing the findings of various previous studies that discuss the Child Friendly School (SRA) policy and the role of the Principal in its implementation. The data analysis was conducted through a descriptive qualitative approach by identifying the main themes that emerged from the literature reviewed. The selection of this method is based on the ability to provide an overview through the utilization of available literature, and integrated with the results of research scattered in various journals and other scientific documents. This literature review is intended to gain a deeper understanding of the contribution of school principals in implementing the Child-Friendly School (SRA) policy including the challenges and opportunities that arise during the process of implementing the Indonesian policy. The main focus of this study is on the implementation of the Child Friendly

School (SRA) policy at various levels of education with an emphasis on the Principal's leadership as a determining factor in the successful implementation of the policy..

RESULTS AND DISCUSSION

The This research analyzes the role of the Principal in the implementation of the Child Friendly School (SRA) policy which is reviewed from various relevant literatures. Some of the findings found in this study are as follows: The results of Ulfa Hafizah Jahidin and Supriadi Torro's research (2020) show that principals in Makassar City Public Junior High School carry out their roles in realizing child-friendly schools as educators, managers, administrators, supervisors, and leaders. Factors that support these roles include the awareness and motivation of all school members to succeed the child-friendly school program, as well as the existence of a sustainable program with previous initiatives that have been implemented at school. While the obstacles or challenges faced include the principal's workload, which also doubles as the person in charge of various internal and external school activities, as well as the limited budget allocated to support the program.

The results of research by Nurul Izza, Yanti Setianti, and Olga Tiara (2023) state that school principals play a key role in making decisions that affect the improvement of school quality. The success of an educational institution is reflected in the policies and attitudes of the principal, including in fostering educators and designing learning systems and models that support the creation of a child-friendly school environment.

Research Results Moh. Dwi Kurniyawan, Sultoni, and Asep Sunandar (2020) at the planning stage, the steps taken are to develop indicators of the implementation of Child Friendly Schools (SRA) which are integrated in the eight National Education Standards. In the Organizing stage, the school forms a special team to implement the Child Friendly School (SRA) program. The Implementation stage is characterized by learning activities outside the classroom as a form of child-friendly approach. Supervision of program implementation is carried out routinely by the implementation, the principal plays a role in designing the Child Friendly School (SRA) program, teachers are in charge of guiding and mentoring the implementation of the program, parents play an active role as supporters in every activity, and external parties contribute through socialization activities about Child Friendly Schools (SRA).

Research results by Rini Rafika Dewi and Muhamad Sholeh (2021) show that school principals play a very important role in strategic decision making to improve the quality of education in schools. The achievement of school success can be seen from the policies and steps taken by the principal, including in designing the implementation strategy of the Child

Friendly School (SRA) program. The strategy is based on the indicators of a Child Friendly School (SRA), which include: 1) Implementation of policies in accordance with Child Friendly School (SRA) standards, 2) Gradual implementation of curriculum monitoring, 3) Implementation of training for teachers, 4) Provision of adequate facilities and infrastructure, 5) Providing space for active participation for students, and 6) involvement of parents and the community in supporting the Child Friendly School (SRA) program.

Research by Oktavia Ayu Fazriyah, Muh.Luqman Arifin, and Anwar Ardani (2021) shows that the implementation of the Child Friendly School (SRA) program includes several stages, namely preparation, planning, implementation, monitoring, and evaluation. In each of these stages, the principal acts as an educator, manager, motivator, and supervisor to ensure the program runs optimally.

The results of Lukman Arsyad and Nurshintiya Hasan's research (2022) revealed that the implementation of the principal's policy in realizing Child Friendly Schools (SRA) includes several aspects, namely: the implementation of Minimum Service Standards, preventive measures against acts of violence, non-discriminatory discipline enforcement, commitment to non-smoking areas, supervision of curriculum implementation, and organizing training for teachers. Although the training did not specifically discuss Child Friendly Schools (SRA), the material presented was directed at equipping teachers to create a child-friendly atmosphere. In addition, the school also fulfills the needs of facilities and infrastructure that support a child-friendly environment and involves the active role of parents and the community. With these six efforts, TK Negeri Pembina has successfully implemented the Child Friendly School (SRA) program, although there are still some aspects that need to be improved.

The results of research by Muslim, Ngurah Ayu Nyoman Murniati, and I Made Sudana (2024) show that the role of the principal in cultivating a child-friendly environment at SD Negeri Kelampok 01 Wanasari District, Brebes Regency includes several things, namely: The development of a child-friendly culture begins with a joint commitment of all school members, the implementation of friendly learning through the application of a positive discipline culture, the implementation of training on children's rights for teachers and staff, and the provision of facilities and infrastructure that support a child-friendly atmosphere. It was concluded that the principal's leadership as a supervisor, leader and administrator succeeded in developing a child-friendly culture as seen in the fulfillment of the six main components of Child Friendly Schools (SRA). Regarding the strengthening of this culture, schools need to continue to innovate in fulfilling these components.

The results of Fadhila Sufiana Rohmana and Totok Suyanto's research (2019) revealed that the implementation of Child Friendly Schools (SRA) as a mainstreaming of children's rights at MTsN 6 Jombang begins with a planning stage which includes training for educators and education personnel, socialization of the concept of Child Friendly Schools (SRA) to all school residents, as well as the formation of a special team for Child Friendly Schools (SRA) and the Violence Against Children Prevention team. In addition, the school also applies the principle of positive discipline in the learning process. Support from external parties such as the Office of Women's Empowerment and Child Protection and the Department of Religious Affairs of Jombang district are factors that encourage the successful implementation of this program. However, the social condition of the students' families is one of the challenges and obstacles in the implementation of the Child Friendly School (SRA) program.

Research by Ayuning Tyas, Siti Pupu Fauziah, and Irman Suherman (2024) shows that one of the elements that contribute to shaping the school climate is the principal's leadership style. Principals have a crucial role in creating a child-friendly school climate to support the success of the educational process. This study aims to determine the extent to which servant leadership affects the formation of a child-friendly school climate. The research method used is a quantitative approach with the type of functional correlation. The main data was collected through distributing questionnaires, with the sampling technique using simple random sampling. From a population of 811 teachers, a sample of 89 respondents was determined using the Slovin formula. Data processing was carried out with the help of SPSS software version 26. Based on the analysis with a significance level of 0.05, a significance value of 0.049 was obtained, which means Ha is accepted and Ho is rejected. The results of the coefficient of determination analysis show that servant leadership has an influence of 10.1% on child-friendly school climate, while the remaining 89.9% is influenced by other variables that are not studied. Thus, it can be concluded that there is a significant influence between servant leadership and the formation of a child-friendly school climate.

Widyatmike Gede Mulawarman, Nurlaili, Siti Halimah, Basuni, Rini Dwi Yuliani (2024) stated that the main challenge faced by principals and teachers in implementing the concept of child-friendly schools lies in the limitations of adequate facilities and infrastructure, as well as the lack of a comprehensive understanding of the concept. Principals and educators need a deeper insight into the principles of child-friendly schools. Support from the Community Service Team plays an important role in delivering relevant information, strategies and approaches to help principals equip teachers and staff with child-oriented managerial skills. In addition, this PkM

activity also encourages increased cooperation between schools, parents and various other stakeholders in order to strengthen child protection in the school environment. This community service program has contributed significantly to creating a safer, more inclusive and supportive school environment for children's development, as well as reinforcing the principal's role as the main protector of children in the educational environment.

The results of Siti Sulaeni, Titik Haryati, Rasiman (2024) showed that this study revealed two main roles of school principals in implementing the Child Friendly School (SRA) program to prevent bullying. First, as a manager, the principal carries out several important responsibilities, namely: (a) preparing a written plan for the implementation of the Child Friendly School (SRA) program, (b) managing the fulfillment of National Education Standards in the context of a child-friendly school program that focuses on bullying prevention, (c) conducting supervision and evaluation of the program, (d) carrying out leadership functions in supporting the creation of a safe and child-friendly school environment, and (e) managing the school management information system as part of the strategy for implementing learning through the SRA anti-bullying program. Second, as a supervisor, the school principal: (a) designing supervision programs for teachers and education personnel in the context of bullying prevention, (b) supervising teachers in the implementation of the Child Friendly School (SRA) program, (c) supervising education personnel related to the implementation of the anti bullying program, (d) following up on the results of supervision to improve teacher professionalism in supporting the Child Friendly School (SRA) program, (e) evaluating the results of supervision to assess the effectiveness of the implementation of the anti bullying child friendly school program, and (f) preparing plans and follow-up on the results of evaluation and reporting on programs that have been carried out.

The results of Rohmad Arkam and Sulistyorini's research (2024) revealed that the leadership style of the principal at the Muslimat NU 089 Kepatihan Ponorogo Kindergarten was included in the transformational leadership category. This is supported by findings from interviews and observations which show that the principal actively builds communication and cooperation with parents and the surrounding community. Through this effective communication, the principal is able to strengthen school policies to create a child-friendly environment. In addition, parents and the community are given the freedom to participate in supervising various programs run at school, in accordance with the principles of Child Friendly Schools (SRA).

Somariah Fitriani, Istaryatiningtias (2020) showed that the school committees in both types of schools made a significant contribution in providing support and overseeing the implementation of the child-friendly school model from various perspectives. The involvement of the school

committee is very important in monitoring the learning process to improve the quality of school life and bridging communication between the school and parents, especially in promoting the child-friendly school model.

The results of Nur Izzati's research (2023) state that the implementation of the Child Friendly School (SRA) program policy at MAN 1 Gresik is carried out in a bottom-up manner based on the principles of child-friendly schools, such as non-discrimination, prioritizing the best interests of children, without violence, and respect for children. This program integrates various existing programs, including adiwiyata schools, population alert schools (SSK), safe schools, inclusive schools, supervision of children's snacks by BPOM, UKS, and Gerakan Ayo Membangun Madrasah (GERRAM). The implementation of Child Friendly School (SRA) management begins with the planning stage which includes analysis of the situation and conditions, followed by organizing and forming a team according to ability, implementing the program under the leadership of the principal as a role model, and evaluation which is carried out directly and indirectly every three months as well as annual programmed evaluation. The Child Friendly School (SRA) program has a significant positive impact on all citizens and the school environment, resulting in the formation of good character, communication and cooperation. MAN 1 Gresik also succeeded in becoming an educational institution with the BARIISAN category (clean, safe, friendly, beautiful, inclusive, healthy, beautiful, and comfortable). This program also supports the creation of positive discipline as the development of school rules. Academic and non-academic achievements have also increased, as evidenced by 105 class XII students in 2023 who were accepted at state universities through the SBMPTN route. In addition, MAN 1 Gresik won 2nd place in the Population Alert School at the East Java level.

Referring to the literature above, the successful implementation of the Child Friendly School (SRA) program is determined by the active involvement of all elements in the school. The active and collaborative participation of teachers, education personnel, students, and parents is very important to support the creation of an educational environment that is safe, inclusive, and in favor of children's rights.

In this condition, the role of the principal is not only important but also crucial as the main actor in decision-making in the management of educational institutions. The role of the principal is not only as an administrative manager, but also as a leader who is responsible for designing, implementing, and evaluating policies and programs that can support the realization of Child Friendly Schools (SRA) optimally. The principal's performance in developing human resources, infrastructure, and partnership networks is central to ensuring the sustainability and effectiveness

of the Child Friendly School (SRA) program. Principals who have a good understanding of Child Friendly Schools are able to create a more inclusive and safe environment for children (Suyanto, 2021).

1. Child Friendly School (SRA)

Child Friendly Schools (SRA) are educational institutions that are actively and consciously committed to guaranteeing and fulfilling children's rights in all educational activities. This includes protecting children from all forms of violence, discrimination and bullying, and encouraging children's active and meaningful involvement in the learning process. The main objective of SRA is to create a safe, clean, inclusive, healthy and fun school atmosphere for all learners without exception.

The basis for implementing the Child Friendly School (SRA) policy is regulated and supported by a number of regulations in the national scope, namely: Law No. 35 of 2014 on Child Protection, Minister of Education and Culture Regulation No. 82 of 2015 on the Prevention and Handling of Violence in Education Units, Minister of PPPA Regulation No. 8 of 2014 on Child Friendly School Policy, Minister of Research and Technology Regulation No. 46 of 2023 on the Prevention and Handling of Violence in Education Units, Presidential Regulation No. 25 of 2021 on Child Friendly District (KLA) Policy. In implementing the Child Friendly School (SRA) policy, it refers to the principles of the Convention on the Rights of the Child (KHA), namely: Non-discrimination; the best interests of the child; the right to life, survival, and development; respect for the views of the child.

According to the National Guidelines for Child Friendly Schools published by the Ministry of Women's Empowerment and Child Protection (Kemen PPPA), the stages of implementing Child Friendly Schools (SRA) are: Socialization to all school members including parents of students; Formation of a Child Friendly School (SRA) Team consisting of principals, teachers, school committees, and students; Analyzing the initial situation by being able to see and and learn the initial position of the school by using instruments to meet the indicators in it; preparation and action planning for the development of Child Friendly School (SRA) policy programs, Monitoring and evaluation periodically and continuously.

2. Principal's role

According to the Decree of the Minister of National Education No. 162/U/2003 on Guidelines for the Assignment of Teachers as Principals is as EMASLEC, namely: Educator, Manager, Administrator, Supervisor, Leader, Entrepreneur, Climate creator. The success of the principal in managing the school, school infrastructure, fostering and setting a good example to

the teachers, or managing other school activities is mainly determined by the leadership of the principal. Principals who are able to move and foster their members, both teachers and education personnel appropriately and accurately, then everything in the school organization will run well and even very well and smoothly.

The Child Friendly School (SRA) Policy Program also requires a large role from the school principal. With such a big role of the principal, of course, there are also many obstacles or challenges faced in implementing the Child Friendly School (SRA) policy. The main challenge faced by principals and teachers in implementing the concept of child-friendly schools lies in the limitations of adequate facilities and infrastructure, as well as the lack of a comprehensive understanding of the concept of Child-Friendly Schools (Mulawarman et al., 2024). The transformational leadership typology of school principals has proven effective in creating a child-friendly environment through collaboration with parents and the community (Arkam & Sulistyorini, 2024). Which if interpreted if there is no good collaboration and communication with parents and the community, it will also be an obstacle and challenge in the Child Friendly School (SRA) program. This is in line with Fitriyani (2020) who stated that parental involvement in supporting the SRA policy is still low in some schools. These challenges must be solved by the school principal so that the implementation of the Child Friendly School (SRA) policy can run optimally.

Thus, the results of the study state that the role of school principals is very important in designing, implementing, and evaluating Child Friendly School (SRA) programs in schools. The principal has a role as a manager, supervisor, as well as a transformational leader who encourages synergy between school community members, then also ensures that child protection principles are applied, and ensures that all activities at school take place safely without violence, discrimination, and bullying. The challenges for school principals during the implementation of SRA include the limitations of adequate facilities and infrastructure, the lack of a comprehensive understanding of the concept of Child Friendly Schools, the involvement of parents in supporting the SRA policy is still low in some schools.

CONCLUSSION

The Child Friendly School (SRA) policy provides an important role for school principals in building an educational environment that is safe, inclusive, and respectful of children's rights. In conclusion, this study emphasizes the importance of strengthening the capacity of school principals through continuous training and formulating more practical policies so that the implementation of the Child Friendly School (SRA) policy can run effectively and sustainably so that it can be optimally implemented in all schools in Indonesia

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