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**Planning Child-Friendly Schools To Improve Girls' Learning Achievement  
(A Descriptive Study at Bojongnangka Integrated Junior High School,  
Tasikmalaya City)**

Sri Handayani<sup>1✉</sup>, Asep Hamjah Taupik<sup>2</sup>

Universitas Islam Nusantara

Email : <sup>1</sup> [srihandayani@uninus.ac.id](mailto:srihandayani@uninus.ac.id)

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**ABSTRACT**

Education aims to optimally develop students' potential, including cognitive, affective, and psychomotor skills. Child-Friendly Schools (CFS) are an educational approach that places children at the center of attention, guarantees their rights, and creates a safe, comfortable, and conducive learning environment for students' academic and character development. Child-Friendly School planning plays a crucial role because it determines the direction of policies, programs, and measurable strategies to improve physical safety, psychological security, respect for children's dignity, and active student engagement. This study uses a descriptive approach to analyze CFS planning in improving student achievement at MTs Terpadu Bojongnangka, Tasikmalaya City. Initial research results indicate challenges in implementation, such as low learning motivation, stagnant academic achievement, lack of self-regulation, and high absenteeism. These findings emphasize the importance of comprehensive CFS planning, involving all stakeholders, and integrated into the curriculum and school management to support optimal improvement in learning achievement.

**Keywords:** *Planning, Child-Friendly Schools, Learning Achievem*

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## **INTRODUCTION**

Education essentially aims to develop students' potential optimally, in terms of cognitive, affective, and psychomotor aspects. To achieve the above objectives, schools need to provide a learning environment that is safe, comfortable, inclusive, and respects children's rights. This concept then developed into Child-Friendly Schools (SRA), an educational approach based on child protection and the creation of a learning climate conducive to student development.

Child-friendly school planning plays an important role because it determines the direction of policies, programmes and strategies that will be implemented by schools in creating a learning environment that ensures physical safety, psychological security, respect for children's dignity, and the active involvement of students in the learning process. Without comprehensive planning, efforts to create child-friendly schools are often incidental, unmeasurable, and have little significant impact on improving student learning outcomes.

According to UNICEF (2014), a child-friendly school is one that places children at the centre of attention, respects their rights, and provides a learning environment that supports the development of academic abilities and character. Lingkungan sekolah Child-friendly schools have been shown to contribute to increased academic engagement, learning motivation, and student achievement.

In line with this, Suyadi (2017) explains that child-friendly schools are an education management system that integrates child protection into all aspects of education, from planning and implementation to evaluation. He emphasises that good planning will result in targeted programmes that can prevent various forms of violence or discrimination in schools that can hinder learning achievement.

In addition, the Indonesian Ministry of Education and Culture/PPPA (2015) emphasises that child-friendly schools must begin with careful planning that involves all stakeholders, such as school principals, teachers, parents and students. The involvement of various parties is necessary so that schools are able to formulate programmes that are appropriate for children's developmental needs and effective in supporting their learning success. In the context of learning achievement, a number of studies show that schools that apply child-friendly principles have better student well-being, lower academic stress levels, and higher intrinsic motivation. According to Zubaidi (2013), a comfortable and appreciative learning environment increases students' interest in learning, attention, and engagement, thereby directly influencing the improvement of learning outcomes.

Based on the above description, it can be concluded that the success of improving student learning achievement is greatly influenced by the quality of child-friendly school planning. Good planning will result in programmes that are sustainable, measurable, and relevant to the needs of students. This condition is an important basis for encouraging the creation of a safe and pleasant school environment, as well as being able to optimally improve learning achievement.

Many experts emphasise that good planning requires important elements for the success of child-friendly schools, as stated by Nanang Fattah, that the core of planning is to formulate systematic operational steps that include the development of child-friendly school flagship programmes, the development of child protection SOPs and incident reporting mechanisms, strategies for supervising and assisting teachers in the implementation of child-friendly learning, the integration of child-friendly schools into the curriculum and active learning, and a special budget for child-friendly schools.

Research by Wulandari (2019) on well-developed child-friendly school planning is associated with increased learning effectiveness and a decrease in behavioural violations, while research by Hadi and Putra (2022) on schools with clear child-friendly school plans is able to improve student literacy scores. The main findings of both researchers are that schools that have child-friendly school planning documents (RKS, RKAS, SOP for Child Protection, Positive Discipline Procedures) show significant improvements in student achievement and behaviour.

The implementation of Child-Friendly Schools (SRA) in various educational units currently shows significant progress, but is still marked by various challenges. In general, there are two major aspects to this phenomenon: the progress seen in child-friendly schools and the problems that still hinder their effectiveness. However, on the other hand, the current state of child-friendly schools is fraught with problems found in the field, such as verbal, physical, and psychological violence in various educational institutions. According to child education researchers (Misbahudin, 2021; Aprilianti, 2022), keberadaan kekerasan di sekolah menunjukkan masih lemahnya internalisasi sekolah ramah anak dalam praktik keseharian.

Seperti halnya di MTs Terpadu Bojongnangka, hasil observasi awal bulan oktober 2025 oleh penulis mencatat beberapa catatan penting pelaksanaan sekolah ramah anak that 1) students still have low motivation to learn or rarely attend classes, 2) there are still many students whose academic grades tend to stagnate, 3) students lack self-regulation in learning, and 4) absenteeism rates are increasing because students are uncomfortable or often ill. Thus, the child-friendly school programme at the madrasah still faces various structural and cultural challenges.

Thus, the author is very interested in researching this topic in a mini research project entitled "Child-Friendly School Planning in Improving Student Learning Achievement." The descriptive study was conducted at MTs Terpadu Bojongnangka in Tasikmalaya City.

## **METHODOLOGY**

The research method used by the author in this study is a qualitative method in the form of mini research. The method used is descriptive qualitative. This method emphasises meaning, process, and subjective interpretation in a natural context without experimental intervention (Nurissa, et al., 2025). The main focus of this method is to understand how and why something happens, as well as to provide context and meaning behind the data obtained.

This research was conducted in the third and fourth weeks of October 2025. Participants in this study were school principals, teachers, students, and parents involved in planning child-friendly schools to improve student learning achievement. The research was conducted at MTs Terpadu Bojongnangka, Tasikmalaya City, in the 2025/2026 academic year.

The data collection technique used in this study was triangulation. According to Sugiyono (2015), triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. The technique used in this study was a combination of data obtained through interviews, observation and documentation.

## **RESULT AND DISCUSSION**

### **Research Results**

This research was conducted at MTs Terpadu Bojongnangka in Tasikmalaya City, a boarding school located in the Nurul Hidayah Islamic Boarding School complex. The research subjects included the principal, teachers, students, and parents, with data obtained through observation, interviews, and documentation.

First, based on data from all informants, it can be concluded that child-friendly learning strategies in schools cover three main aspects, namely:

1. Pedagogical aspects, in the form of active, varied, and student-centred learning.
2. Psychosocial aspects, in the form of creating a learning environment that is safe, comfortable, supportive, and free from violence.

Managerial aspects, in the form of policies and school management that support child-friendly learning, including effective communication between schools and parents.

These three aspects complement each other in creating conducive learning conditions for increasing student motivation and academic achievement. Thus, child-friendly school learning strategies are not limited to teaching methods, but involve the entire school ecosystem that is oriented towards the interests and welfare of children.

Secondly, analysis of the findings shows that the development of standard operating procedures (SOPs) for child-friendly schools not only serves as an administrative document, but also as a strategic instrument in building an

educational ecosystem that supports optimal learning processes. SOPs successfully establish a safe, orderly, and collaborative school culture, which then contributes significantly to improving student learning achievement through increased safety, motivation, student engagement, and the quality of interaction between teachers and students.

Thirdly, the results of the study indicate that school policies related to Child-Friendly Schools (SRA) have been designed as a regulatory framework that directs all educational activities towards the protection, comfort, and optimisation of student development. These policies are evident in several strategic aspects, including the formulation of internal regulations, the strengthening of school culture, and the involvement of various stakeholders.

Research findings indicate that the implementation of child-friendly school policies contributes positively to student learning outcomes. A safe school environment, harmonious teacher-student relationships, and child-centred learning have been shown to increase learning motivation, academic discipline, and student engagement in the learning process. The students interviewed stated that they felt "more comfortable learning", "not afraid to ask questions", and "more enthusiastic about attending classes", which indirectly supports their improved academic results.

Overall, school policies related to child-friendly schools serve as a strategic umbrella that ensures that the entire educational process takes place in an atmosphere that respects children's rights and encourages optimal academic development. These policies not only serve as formal documents, but also as practical practices that are internalised in school culture, thus becoming a significant factor in improving student learning achievement.

Fourth, research findings indicate that parental involvement contributes significantly to the success of child-friendly schools, which in turn has a positive impact on student motivation, discipline, and learning outcomes. Moral, social, and educational support from the family and community environment strengthens a conducive learning atmosphere so that students are able to achieve optimal learning outcomes. Thus, parental involvement is an important component in efforts to create child-friendly schools in order to improve the quality of learning.

Fifth, the results of the study indicate that the Child-Friendly School (CFS) monitoring strategy plays a significant role in creating a safe, comfortable, and conducive learning environment, thereby positively impacting student learning achievement. The monitoring carried out by schools is not only administrative in nature but has developed into a comprehensive, participatory, and sustainable mechanism.

This study confirms that systematic, participatory, and integrated child-friendly school supervision strategies have a positive effect on improving student

learning outcomes. A safe environment, supportive relationships, and supervision that is responsive to children's needs are crucial elements that enable students to learn optimally and achieve better academic results.

## **Discussion**

The results of the study indicate that learning strategies in the context of Child-Friendly Schools (CFS) cannot be narrowly understood as merely the selection of teaching methods or techniques in the classroom. This is in line with Mulyasa's (2018) view that child-friendly schools must be built through "a humanistic, dialogical learning climate that favours learners," this study's findings reveal that child-friendly school learning strategies are in fact a comprehensive set of efforts involving the entire school ecosystem.

Teachers, principals, students, parents, and the school's social environment play interrelated roles in creating a safe, inclusive, and enjoyable learning environment. Not only are varied and participatory learning methods important, but school regulations, patterns of communication among school members, non-discriminatory classroom management, and the provision of supporting facilities and infrastructure are also integral parts of child-friendly school-based learning strategies. As stated by Mulyasa, the development of Standard Operating Procedures (SOPs) for Child-Friendly Schools (SRA) should not only be interpreted as a set of administrative rules governing the behaviour of school members, but also positioned as a strategic instrument in the development of effective school management. Within the framework of educational management that emphasises the importance of planning, organising, implementing, and controlling, the SOP for child-friendly schools serves as an operational guideline that ensures all educational processes are carried out consistently, systematically, and with a focus on fulfilling the rights and needs of students.

Research findings indicate that child-friendly school SOPs can foster a safe, orderly, and collaborative school culture. This environment is in line with Mulyasa's view that an effective school is one that is able to create a positive and conducive learning climate and foster harmonious interactions between teachers, students, and the entire school community. The presence of clear and applicable SOPs encourages a sense of psychological security for students, strengthens their intrinsic motivation, and increases their active involvement in learning activities.

In addition, consistently implemented SOPs help improve the quality of interaction between teachers and students, which according to Mulyasa is one of the key indicators of successful learning processes. Order, procedural certainty, and child protection integrated into SOPs support a more focused, humanistic learning process that respects the dignity of students. These conditions ultimately contribute significantly to improving student learning achievement, as

they learn in a safe, focused atmosphere that facilitates optimal development of their potential.

School policies related to Child-Friendly Schools (SRA) serve as a strategic umbrella that ensures that the entire educational process takes place in an atmosphere that respects children's rights and encourages optimal academic development. In the view of education experts, including Mulyasa, effective school policies must serve as operational guidelines that direct the entire school community to create a learning environment that is safe, comfortable, and empowering for students. Mulyasa emphasises that good education policies do not stop at the administrative level, but must be implemented in the school culture, learning practices, and service systems that are consistent with the needs of students. In line with this view, child-friendly school policies are not merely formal documents, but working principles that are internalised in the behaviour of educators, interaction patterns, and learning environment management. The firmness of these policies is a significant factor that strengthens student motivation, engagement, and sense of security, thereby contributing directly to improved academic achievement.

The results of the study show that parental involvement contributes significantly to the successful implementation of Child-Friendly Schools (SRA). This involvement takes the form of not only moral support, but also social and educational support provided through communication patterns, learning monitoring, and active participation in school activities. These findings are in line with the views of Indonesian education experts, such as Mulyasa and Suyanto, who emphasise that the family is the first and foremost educational environment that determines the success of the learning process at school.

Parental involvement has been proven to increase student motivation, discipline, and academic performance. Support provided at home and within the community helps to create a safe, comfortable, and collaborative learning environment, thereby strengthening students' character and encouraging optimal learning outcomes. In the context of child-friendly schools, parental participation is not only positioned as a complement, but as a strategic component in building an educational ecosystem that respects children's rights and facilitates their academic and non-academic development.

Research findings indicate that child-friendly school supervision strategies contribute significantly to improving student learning outcomes through three main areas of focus: supervision of learning, behaviour and safety, and fulfilment of service standards. These three aspects are in line with the stages of needs in Maslow's theory, particularly basic needs, safety, belonging and esteem. Supervision of the learning process ensures that teachers apply a democratic and supportive approach. A classroom environment free from intimidation fulfils the needs for safety and esteem, which according to Maslow are the foundation for

the emergence of learning motivation and students' courage to participate.

Monitoring student behaviour and safety also fulfils the need for physical and psychological security. By creating a safe school environment, student anxiety decreases and their focus on learning increases. Maslow states that students cannot achieve optimal performance without this need for security being met. Meanwhile, monitoring child-friendly school service standards such as sanitation, counselling, and protection mechanisms supports the fulfilment of physiological, safety, and belonging needs. When students feel that their basic needs are met and that they are accepted in the school environment, they are better prepared to learn and achieve.

Overall, the monitoring strategy in the implementation of Child-Friendly Schools plays an important role in meeting the various layers of student needs as described in Maslow's hierarchy of needs. Structured and continuous monitoring ensures that students' basic needs are met, starting with a sense of physical and emotional security in the school environment. When the learning environment is free from intimidation, violence, and risks that can disrupt comfort, students are guaranteed security, which is the foundation for the emergence of motivation to learn.

In the next stage, a monitoring strategy involving positive interactions between teachers, students, and the entire school community contributes to fulfilling the need for belonging and affiliation. Monitoring not only functions as a control mechanism, but also as a means of building supportive social relationships. Through harmonious and respectful relationships, students feel accepted and socially supported, which strengthens their attachment to learning activities.

Pemenuhan kebutuhan akan penghargaan juga terpenuhi melalui mekanisme pengawasan yang mendorong disiplin positif, memberikan umpan balik konstruktif, serta mengapresiasi perilaku dan capaian siswa. Ketika siswa mendapatkan pengakuan atas usaha dan pencapaian mereka, rasa percaya diri dan motivasi intrinsik meningkat, This strengthens their mental readiness to explore learning at a higher level. By fulfilling these needs from basic needs for security to the need for recognition—the monitoring strategy in Child-Friendly Schools creates stable and conducive psychological conditions. These conditions allow students to focus their energy and attention on the learning process optimally. Ultimately, a safe, inclusive learning environment supported by positive interpersonal relationships has a direct impact on improving student academic achievement, in line with Maslow's theoretical framework, which emphasises that the fulfilment of basic needs is a prerequisite for the actualisation of individual potential.

## CONCLUSION

Based on the findings and in-depth analysis in this study, it can be concluded that this study confirms that Child-Friendly School (CFS) planning is a strategic component that determines the quality of education and has direct implications for improving student learning achievement. The findings indicate that a systematic, comprehensive planning process based on student needs can create a school ecosystem that is safe, inclusive, and conducive to the academic and non-academic development of students.

The success of implementing child-friendly schools in improving student learning outcomes is largely determined by the quality of planning. Careful, focused, and participatory planning can create a learning environment that is safe, comfortable, and responsive to children's developmental needs. Thus, child-friendly schools are not only a means of protecting children, but also an effective pedagogical strategy for improving the quality of learning and academic achievement of students.

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