Evaluation of Child-Friendly Schools Program in Islamic Schools using the CIPP Model

Jumari
Hasyim Asy'ari University of Tebuireng Jombang, Indonesia
e-mail: kangjumariku@gmail.com

Suwandi
Hasyim Asy'ari University of Tebuireng Jombang, Indonesia
e-mail: suwandi.unhasy@gmail.com

Abstract

This study aims to evaluate the extent of the implementation of the Child Friendly School program at MTsN 6 Jombang. This evaluation research uses the CIPP evaluation model. This research is an evaluative research with a qualitative approach with a type of case study. The data collection technique is done by interview, observation, and documentation methods. While the data analysis stage was carried out in three stages, namely reduction, presentation, and verification. The results showed that: (1) In the context evaluation, it can be said that the program is in accordance with the needs of the community and there is also a legal basis for the implementation of the program; (2) In the evaluation, the input aspect can be said to be very good, because the implementation of the program is handled very well, namely by the formation of a Child Friendly School Team and also the existence of facilities that support the program; (3) Evaluation of the process aspects related to the program shows that the program is carried out very well, including that almost all existing learning processes must include child-friendly elements in the curriculum. Apart from that cooperation is also carried out to all stakeholders; and (4) Regarding the evaluation of the results, it can be seen from the awards that the school has received, both in the academic and non-academic fields, including those related to the Child Friendly School program, which is winning the highest award or the best national level predicate as a Child Friendly School. The results of this evaluation research are expected to contribute to Islamic education institutions as best practice in implementing the Child Friendly School program.

A. Introduction

Currently, violence against children still occurs in several educational institutions, both verbal and non-verbal violence. Violence that occurs in educational institutions is committed by teachers to students and also between students. In recent years, solutions related to violence that occurred in educational institutions have been sought for solutions by creating a child-friendly school education model. The child-friendly education model has been initiated by Indonesian Child Protection Commission (*Komisi Perlindungan Anak Indonesia/KPAI*) in collaboration with the Ministry of Women's Empowerment and Child Protection. Since 2016 the child-friendly school model has been applied to several educational institutions in Indonesia, both schools and madrasah. Until 2019, the number of school or madrasah developments that adopted the child-friendly school model had reached quite a lot, namely around 12,823. All of these Child-Friendly Schools are spread across 238 districts and 34 provinces in Indonesia, meaning that almost evenly in every city there are examples of child-friendly school models.

The growth in the number of Child-Friendly Schools in Indonesia has not yet been able to solve the acts of violence that we often encounter in several educational institutions, both in schools and madrasah. The implementation of Child-Friendly Schools has also been evaluated related to how the program is implemented in schools or madrasahs. So far, many of the evaluations are quantitative in nature and not many have evaluated the implementation of child-friendly school programs qualitatively. The qualitative approach to the implementation of the program aims to see more deeply how the program is implemented, whether it is in accordance with the principles in the child-friendly school model.

In educational institutions, in general the process of evaluating the Child-Friendly School program in the education unit has been carried out by an internal evaluator formed by the head of the child-friendly school team at the school, namely the existence of one of the areas of supervision and evaluation. This sector carries out its main tasks and functions to supervise and evaluate the sustainability of the child-friendly school program in the education unit. In addition to the evaluation process carried out by the school's internal team, there are other parties from external madrasah who supervise and evaluate the performance of the achievement of the child-friendly school program that is run in schools or madrasahs. The authority to evaluate the child-friendly school program is carried out by the Ministry of Women's Empowerment and Child Protection, which is to conduct a quantitative evaluation by assessing whether the indicators in child-friendly schools have been fulfilled or not. This quantitative-based approach can be said that there is still not much

effective feedback for schools, which is related to what aspects are good or not. Apart from that, the quantitative approach also does not provide comprehensive and explicit information about a program being implemented, because there are many aspects that cannot be evaluated quantitatively.

Research related to child-friendly schools has been carried out by several previous researchers such as, research on child-friendly school policies (Kristanto, Khasanah, & Karmila, 2011; Nam & Nam, 2018; Saputro, 2018; Senowarsito & Ulumuddin, 2012), curriculum and learning in programs of child-friendly schools (Damanik & Pakpahan, 2017, 2013, 2018; Dwi Cahyono, 2017; Farikah, 2019; Hajaroh, Rukiyati, Purwastuti, & Saptono, 2015; Leasa & Samallo, 2014; Maziah, Saemah, & Nooraziah, 2015; Novitasari, 2018; Šimunović, 2014; Widodo & Zumaroh, 2018; Zakiyah, 2017), management of child-friendly school program (Firdaus, 2019; Muntari, 2014; Naeni Puspitasari, 2017; Subur, Qosim, & Nugroho, 2018; Sulistyowati, 2018), infrastructure and supporting environment for the child-friendly school program (Anwar, Malik, & Khizar, 2016; Godfrey et al., 2012; Nugroho & Haryati, 2017; Yulianto, 2016), and also research related to the implementation of the child-friendly school program in schools and madrasas (Çobanoğlu, Ayvaz-Tuncel, & Ordu, 2018; Cross et al., 2012; Mahsun & Suwandi, 2019; Rofi'ah, 2013; Rohmana & Suyanto, 2019; Tokan, 2012; Utari, 2016). Apart from these studies which are field research, research related to child friendly schools using literature has also been carried out by several previous researchers. (Miske, 2010; Rahmad, 2019; Rohmawati & Hangestiningsih, 2019)

Research on the Child-Friendly Schools program has been carried out by many previous researchers and there are still many who carry out research on only certain components or aspects. They have not conducted a thorough research, namely by examining all the components that exist in the implementation of the Child-Friendly School program. This study tries to provide comprehensive answers related to the implementation of the Child-Friendly School program from various components or aspects of the program Child-Friendly School at Madrasah Tsanawiyah Negeri (MTsN) 6 Jombang.

In line with the importance of evaluation research on the Child Friendly School program, the evaluation method with a qualitative approach is used to determine the effectiveness of the program that has been implemented, namely by comparing the programs that have been implemented with the program planning that has been made. To evaluate the program that has been implemented, the CIPP evaluation model is used. The CIPP model is an evaluation approach or model that is comprehensive, comprehensive and provides a detailed description of the object or variable to be evaluated. The CIPP (Context, Input, Process, Product) model is a model that has been developed by Stufflebeam in 1967 (Madaus & Stufflebeam, 1989; Stufflebeam, 1983, 2000, 2002; 2003), and has been widely used in research evaluation of a program. Therefore, this model will be used to evaluate the implementation of the Child Friendly School program at MTsN 6 Jombang..

B. Literature Review
1. Program Evaluation

At first, thinking seriously related to program evaluation according to Fernandez (1984) only started around 1980, starting from the thought of Ralph Tayler (1950). Ralph Tayler defines program evaluation as a process to determine whether the objectives of the activity can be realized (S. Arikunto & Jabar, 2010; Suharsimi Arikunto, 2001, 2016; Suharsimi Arikunto & Abdul Jabar, 2008). Meanwhile, the definition that is more acceptable to the public is the definition that has been put forward by two evaluation experts, namely Cronbach (1062) and Stufflebeam (1971). They explained that program evaluation is an effort to provide information to be conveyed to decision makers. So, the task of the evaluator is to collect information for consideration with policy makers, so that there is a follow-up on the program, whether to continue or improve (Suharsimi Arikunto, 2016, 2017). Therefore, program evaluation is a series of activities carried out deliberately and carefully to determine the level of implementation or success of a program by knowing the effectiveness of each component, both on ongoing programs and programs that have passed or by using the term of Arikunto (2017), program evaluation is an effort to "quality improvement", namely efforts to improve the quality or quality of program performance based on information obtained from the evaluation results.

Program evaluation is usually carried out for the benefit of decision making in order to determine further policies, namely by collecting information to assist certain parties in making a decision about an object or evaluation (Owen, 1993). Therefore, through program evaluation, a systematic, detailed assessment can be carried out using carefully tested procedures. The objective of program evaluation itself is as stated by Linfield & Posavac (2019), namely as a contribution to the provision of quality services for anyone who needs it. Therefore, program evaluation contributes to quality service by providing a feedback loop of the activities and results to anyone who will make a change to the program. Another opinion was also expressed by Daniel Krause (1996) by providing an explanation regarding the objectives of program evaluation, namely because a program involves human interaction, understanding related to the program's objectives is not simple. Therefore the interpretation is often less conclusive and the evidence gathered in the evaluation process is an important part of a good program evaluation (McDavid, Huse, & Hawthorn, 2019).

2. The CIPP Model for Program Evaluation

The CIPP evaluation model is the model most widely recognized and applied by evaluators. The model of Stufflebeam was developed in the late 1960s as one of the most prevalent alternative views of evaluation at that time, namely goal-oriented, testing, and experimental design. The CIPP model was originally developed by Stufflebeam at Ohio University as a result of its efforts to evaluate the ESEA (The Elementary and Secondary Education Act.). According to Arikunto & Jabar (2010), the evaluation model is offered by Stufflebeam with the view that the important purpose of evaluation is not just to prove, but more importantly to improve.

According to Sukardi (2011), the CIPP model is also a model that does not emphasize too much on the objectives of a program. The CIPP model is in principle consistent with the

definition of educational program evaluation proposed by the committee on "levels to describe achievement and provision of information for alternative decision making". The model is structured with the aim of completing the basis for making system evaluation with analysis that is oriented towards planned change. Apart from that, the evaluation of the CIPP model can also be applied in various fields, such as education, management, companies, and so on, as well as at various levels, be it projects, programs, or institutions or institutions. Evaluation in the application in the education sector, for example, Stufflebeam classifies the education system into four dimensions, namely context, input, process, and product so that the evaluation model is then given the name CIPP.

C. Research Methodology

This research is a type of qualitative research with a case study approach. The reason for choosing this type of qualitative research was because the researcher wanted to dig deep information about the process of implementing the Child-Friendly School program at MTsN 6 Jombang. The case study approach was chosen because the researcher will be more careful with the object of the research. However, in terms of time, the cases under study must be limited, both in terms of time, activities, data collection procedures and timing (Mahsun & Suwandi, 2019). Therefore, the reason the researcher used the case study research design in the evaluation research at MTsN 6 Jombang was due to several considerations, namely (1) The researcher wanted to evaluate the implementation of the child-friendly school program at MTsN 6 Jombang, (2) This research was only conducted in one particular place, and (3) This research is specific and is not intended to generalize to certain cases in other places.

The sampling technique or research subject in this study was to use purposive sampling technique. Purposive sampling is the most appropriate type of sampling used in qualitative research as described by Bandur, namely the use of purposive sampling needs to be adjusted to specific research objectives based on the criteria or categories of participants that the researcher wants according to the problem, objective, and research design determined (Bandur, 2016). In the context of this research, the determination of the appropriate category of participation by the researcher needs to be adjusted to the understanding obtained based on the existing literature review. Purposive sampling in this study were the main sources, namely informants who were directly involved in the Child-Friendly School program at MTsN 6 Jombang, such as: school principals, Child-Friendly School teams, head of administration, counseling guidance teachers, the madrasa committee, and several students.

Data collection techniques in the evaluation study of the Child-Friendly School program at MTsN 6 Jombang were carried out using several techniques, including observation, in-depth interviews, and documentation. The data analysis technique used in this study is a technique as described by Miles & Huberman (1994), namely the activity in conducting qualitative data analysis is carried out interactively and continues to completion, so that the data is type. Therefore, the process that can be carried out in the data analysis

technique as described by Miles and Huberman is carried out by data reduction, display data, and conclusion: drawing/verification (Sugiyono, 2013).

D. Findings

Research findings are focused on four aspect, namely: The evaluation of the Child-Friendly Schools program implemented at MTsN 6 Jombang includes program planning, the program implementation process, and the results or impacts of program implementation. Program evaluation in this study used a model developed by Stufflebeam, namely the CIPP evaluation model. CIPP stands for (Context, Input, Process, and Product). The CIPP model is an evaluation model that views the program being evaluated as a system. The results of research on the evaluation of the Child-Friendly School program at MTsN 6 Jombang are as follows:

1. Context Evaluation

Context evaluation is a description and specification of the program environment, unmet needs, and characteristics of the population or sample, and also program objectives. In context evaluation the objective is to assist in planning decisions, determining the needs that will be achieved by the program and also formulating program objectives. Apart from that, the most important aspect in the evaluation of this context is related to the aspects of the formal legal foundation that underlie the program which is implemented at MTsN 6 Jombang.

In the context evaluation, it was found that related to the foundation or factors that became the basis for implementing the Child-Friendly School program at MTsN 6 Jombang as the results of the interviews and documentation we conducted, it can be explained that basically the basic idea or initiating the implementation of the child-friendly school program which is implemented is a policy originating from the Ministry of Women's Empowerment and Child Protection (*Kementerian Pemberdayaan Perempuan dan Perlindungan Anak*) and the Ministry of Religious Affair (*Kementerian Agama*) *Kabupaten Jombang*. If we look at the program's policy, at first the program was a program that was inseparable from the concept of child-friendly education which was applied to various educational institutions in Indonesia, including the emergence of the program policies for the City/District of Child Friendly (*Kota/Kabupaten Layak Anak/KLA*). One of them is implementing the program policy. Initially the child-friendly school program implemented at MTsN 6 Jombang was based on or based on the *Surat Keputusan (SK)* issued by the Ministry of Women's Empowerment and Child Protection in collaboration with the Ministry of Religious Affair. Based on the documentation note, the legal basis for the program is as stated in the document in the madrasah, namely *SK* numbered: *B.868 / KPP.PADep.IV / PA.04 / 07/2018*. The document states formally the program began on December 29, 2017.

After getting the task or mandate to make MTsN 6 Jombang one of the *Program Rintisan Madrasah Ramah Anak (MRA)* in May 2017, then the school made plans to run the program. Because of the child-friendly school program, the school made changes related to

the vision, mission and objectives to incorporate the principles that exist in the child-friendly school program. After the appointment as a Child-Friendly Madrasah (*Madrasah Ramah Anak*) Pilot Project, it indirectly had an impact on all school members to be better at providing services to all students in the school. The school's commitments related to the Child-Friendly School program include: protecting children's rights, preventing violence against children and being fair and avoiding discrimination.

Changes in vision, mission and goals in MTsN 6 Jombang cannot be separated from the aspirations of the stakeholders when they know and understand that the school has become one of the schools implementing the child-friendly school program. The following is the vision, mission, and goals as the documents we found from the research results.

Firstly. Vision. Associated with the vision of MTsN 6 Jombang as a result of the research, namely: "***Religius, Berprestasi, Kompetitif, Peduli Lingkungan dan Ramah Anak***." The indicators of this vision are: (a) Religious, which means: having faith and devotion to Allah, which is reflected in everyday life and has noble attitudes and morals (*akhlakul karimah*); (b) Achieves, means: achievement in academic and non-academic fields; (c) Competitive, which means: having the ability to access knowledge through information technology, having the ability to speak foreign languages (Arabic-English), having the ability to produce works (products) that are of sale value, and having the ability to be entrepreneurial; (d) Caring for the Environment and Child Friendly, means: Creating a clean, healthy, shady, beautiful (radiant) environment, creating an environment that is safe, comfortable, and conducive to learning, and has the ability to process and utilize waste; and (e) Providing Educational Services for All Students Without Discrimination, Non-Violence, and Without Differences. Based on the change in the existing vision, it can be seen that the school's commitment to the Child-friendly school program is the addition of the sentence, "Caring for the Environment and Child Friendly" in the vision statement of the school.

Secondly. Mission. As an explanation or effort in realizing or achieving this vision, the school makes several important points outlined in this mission. Based on the results of research related to mission changes, it can be explained as follows: (a) Carrying out secondary education in Islamic nuances that is reflected in everyday life and getting madrasa citizens to do the 5-S (*Senyum, Salam, Sapa, Santun*, and *Sodaqoh*) ; (b) Carry out coaching for extracurricular activities in the academic field (Olympics, Youth Scientific Work, *Baca Tulis Qur'an* and non-academics (scouts, paskibra, *Palang Merah Remaja (PMR)*, *Qosidah/Al Banjari*, volley ball, marching band); (c) Sending delegates to competitions in academics and non-academics inside and outside the madrasah; (d) Implementing IT and Internet-based learning with a contextual approach (*PAIKEM*); (e) Cultivating communication using foreign languages (Arabic and English); (f) Developing an entrepreneurial spirit for madrasah citizens; (g) Carry out various activities with clean, healthy, shady, beautiful (radiant) living habits in everyday life with environmentally friendly and child-friendly infrastructure; (h) Processing and utilizing waste by composing and 3-R activities (*Reuse, Reduce,* and *Recycle*); and (i) Providing educational services for all students without discrimination, without violence and without distinction.

Thirdly. Aim. As a school that implements the child-friendly school program, this program has a purpose. The following are the results of research related to the objectives of child-friendly schools implemented at MTsN 6 Jombang, namely: (a) Preventing violence against children and other school members; (b) Prevent children from getting sick due to food poisoning and an unsanitary environment; (c) Preventing accidents in schools caused by infrastructure or natural disasters; (d) Prevent children from becoming smokers and drug users; (e) Create better, more intimate and quality relationships among school members; (f) Facilitate monitoring of the child's condition while the child is in school; (g) Facilitate achieving educational goals; (h) Creating a green and orderly environment; (i) A special characteristic of children being more comfortable in school; and (j) The child is accustomed to positive habits.

Based on the evaluation process related to evaluation of the program context, in some aspects it is very good and already reflects the principles in program planning related to child- friendly schools. This result is in line with the principle put forward by Umaedi (2000) which states that context evaluation is an attempt to describe and detail the environment, unmet needs, population and sample served, and the objectives of the project or program itself. Therefore, in the evaluation of this context aspect, it has also fulfilled the stages starting from how the program starts or the initiation stage, the program is prepared, the program is planned or what objectives the program is trying to achieve.

2. Input Evaluation

The main purpose of input evaluation is to determine the suitability of the environment in helping achieve the objectives and objectives of the program that have been prepared and planned. The input evaluation component focuses on what plans and strategies should be carried out. The main question is: "what should be done?". Therefore, in the evaluation of the input component (input evaluation) is focused on three things, namely: human resources, curriculum, and facilities.

a. Human Resources

The human resource component in the child-friendly school program is related to the resources involved in the implementation of the child-friendly school program at MTsN 6 Jombang. In this aspect, there are two steps that are carried out in supporting the program, namely: Planning Aspects and Implementation Aspects.

Firstly, the Planning Aspect. At this stage, namely program planning, training is carried out for educators and education personnel at schools. After sending a delegation to attend training related to child-friendly schools, the next step was to form a Child-Friendly School Team and a Violence Prevention Team (*Tim Pencegah Tindak Kekerasan*) at MTsN 6 Jombang. The training that was attended was related to the Convention on the Rights of the Child and the Concept of Child-Friendly Schools. At first the training related to *KHA* and *SRA* was attended by several delegations sent by the school and the training program was held by *Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (PPPA)*. After participating in the training several times, the next step to take was to hold training at MTsN

6 Jombang which was followed by all school members, both educators and educational staff. The purpose of holding the training within the school itself is at the same time an effort to socialize the program to all madrasah members.

Secondly, the implementation aspect. After participating in training or training related to *Konvensi Hak Anak* and *Sekolah Ramah Anak*, this is manifested by school commitment or concrete action, namely by *Tim Pelaksana Madrasah Ramah Anak* and also *Tim Pencegah Tindak Kekerasan*. Based on madrasah documents Number: *10 / Mts.13.12.6 / PP.00.5 / 1/2020* concerning the Formation of a Child-Friendly Madrasah Team at MTsN 6 Jombang in 2020, the implementation team itself consists of several elements of the field, namely: (a) The field of monitoring the implementation of child friendly learning; (b) Health and environmental surveillance; (c) The field of coordination and outreach; and (d) Monitoring and evaluation.

b. Curriculum

Regarding the existing curriculum at *MTs Negeri 6 Jombang* as a result of the research, it can be explained that the principles of child-friendly schools in this aspect of the curriculum are recorded in the form of *Rencana Pelaksanaan Pembelajaran* (*RPP*). Every teacher who teaches is required to incorporate child-friendly principles into the *RPP* which is made in preparation for the learning process. Therefore, all planning related to the learning process carried out in schools can be controlled and evaluated by *Tim Pelaksana Madrasah Ramah Anak*, namely through the assignment given to the Child Friendly Learning Supervision Division. Related to the child-friendly principles that must be included in the lesson plan as the results of our observations and also interviews with the informant who is the head of the following field of monitoring the implementation of child-friendly learning:

"Regarding the child-friendly principles in the learning process in this school, we oblige every teacher who teaches to make lesson plans and they must include child-friendly principles in the lesson plans. The lesson plans they make are then collected to us at the beginning of each year or at the beginning of the semester for us to see."

c. Infrastructure

Based on the results of the research, namely the observations related to the existing infrastructure at MTsN 6 Jombang, it can be said that the facilities have met child-friendly standards, both facilities related to the process in supporting direct learning and existing facilities around the madrasah or unrelated facilities. Directly with the learning process. In direct supporting facilities in the learning process, for example, improvements or improvements have been made so that these facilities do not endanger students when they use them in the learning process in class. The results of these observations were also corroborated by the statements of several informants who were also involved as *Tim Pelaksana Madrasah Ramah Anak* in MTsN 6 Jombang. The results of the interview are as follows:

"We have repaired many of the existing facilities in the madrasah, although there are still some lack of infrastructure and we are still making improvements for the safety of

students when they use them in the learning process. It is true that the existing infrastructure in schools at the time did not meet the ideal criteria as child-friendly facilities, but we have tried our best despite the limited budget. Well... so far we have not had a special budget from the Ministry of Religion or the Ministry of *PPPA* related to the *SRA* program. Just yesterday we got help after we got the award for the best National Child-friendly school and that too must be in accordance with its use, namely to build a school lab."

Regarding the supporting infrastructure or facilities in the school environment, in general it is very good and it can be said that there have been many improvements since the Child-Friendly School program was implemented at MTsN 6 Jombang. Infrastructure has a very important role in the child-friendly school program, this is because student activities in school cannot be separated from the use of existing infrastructure, both in the learning process and playing during recess. Therefore, the supporting infrastructure in schools must comply with standards or meet child-friendly criteria or when used do not endanger students. Regarding the criteria for infrastructure that are outside the classroom, for example, it is in accordance with the existing criteria in child-friendly school principles. Regarding the evaluation of this input (input evaluation), it is in line with the opinion expressed by (Ornstein & Hunkins, 1998), namely that in this evaluation the goal is designed to provide information to determine how to use these sources to achieve program objectives. All of this is related to the availability of resources, and strategies in achieving program objectives.

3. Process Evaluation

The focus of the study on the process evaluation component is program implementation. The key questions for the evaluation component of this process are related to "Is the program being implemented (Is it being done?)". In evaluating this process, it looks at a number of aspects, namely, a number of activities carried out in the program, program implementation, when the activities are carried out, and the readiness of infrastructure in supporting the program. The following are some of the programs implemented as an effort to realize the Child-Friendly School program at MTsN 6 Jombang.

Firstly, School Physical Arrangement. Some of the efforts made by schools in physical arrangement are with the aim of making schools look beautiful, cool, clean and comfortable for studying. The improvement efforts are as follows: (a) Conducting the *BERSERI* Friday program, which is serial which stands for Clean, Cool, Shady and Beautiful. In accordance with the call for child-friendly programs, schools are trying to make the environment clean, cool, and shady; (b) Utilizing used materials and goods for the environment, namely by reducing used goods in schools, has not been maximally implemented. However, the school has tried to do something to make use of items that are no longer useful; (c) Arrangement of the teacher room, headroom, and laboratory room, namely by making improvements based on needs and interests. Initially, the teacher room was a top priority because previously the teachers occupied the science laboratory room as the teacher's room. However, now the science laboratory room is being used again as it should, namely for

science research and learning. Meanwhile, in relation to the headroom, which previously occupied a narrow space and was less strategic, it was immediately moved to a larger and more comfortable room to receive guests and consultations from waka and teachers; and (d) Making circulation space, namely repairing several facilities that previously did not have circulation space, efforts are made to improve to have circulation space. The improvement of the circulation space is due to the fact that during the rainy season some activities are hampered not being able to run optimally, even so there are still some spaces or facilities that are still incomplete due to limited budget.

Secondly, School Psychic Arrangement. Efforts that have been made related to structuring the psychological aspects are as follows: (a) Continue to conduct socialization to all school members and also related parties; (b) Carrying out routine activities, such as healthy Friday, a series of clean Friday, as well as the habituation of dhuha and dhuhur prayers in congregation continued with cult and other mental development; (c) Complaints. In this process, complaints about problems that arise can be made in two ways, namely through the suggestion box for students who are embarrassed to speak directly and through complaints directly through the classroom teacher and Student Affairs; (d) Learning. In the learning process, efforts are made to provide opportunities for students to be able to express and act. In this process, it is not just concepts and theories, but it is pursued outside the classroom that it must also be able to apply child-friendly principles. The principles in the child-friendly school model can be included in the steps of learning, for example, when teachers form groups, they must be able to balance between boys and girls, for example or between students who are slow leaners and fast leaners. Thus, the principle of non-discrimination can be carried out in various activities in schools; (d) Cultivating character values and cultural arts. Character planting at MTsN 6 Jombang is carried out every morning and also on other programmed agendas. For example, routine activities such as scout extracurricular activities. Scouting activities can be instilled in students, such as the values of honesty, independence, responsibility, self-confidence, cooperation, help, sharing, and others.

4. Product Evaluation

Evaluation of results or products is an assessment carried out to measure success in achieving the goals that have been set. In the evaluation of this component, it is directed at things that indicate changes that occur in the input aspect after implementing the child-friendly school program. The evaluation of the results of the child-friendly school program at MTsN 6 Jombang leads to the achievement of goals, whether it needs to be continued, stopped or improved.

The findings in the field related to the objectives of implementing the Child-Friendly School program at MTsN 6 Jombang are as follows: (a) There is no violence that occurs in schools as long as this program is run, both violence between students and teachers to students; (b) During this program, students have never experienced pain or poisoning due to consuming food from the school canteen; (c) There has never been an accident either during the learning process inside the classroom or outside the classroom, this is because

the existing facilities in the school have been repaired according to child-friendly standards or principles; (d) Due to frequent socialization related to the dangers of smoking and drugs, there were no violations to either students or other school members; (e) The relationship between students and teachers or among fellow school members is getting better, namely the mutual respect between students and teachers and also mutual respect between teachers and students; (f) The monitoring of students also goes well, especially when they are in the school environment and there is also good cooperation between the school and the parents of students; (g) After implementing the child-friendly school program, the condition of the school environment is getting better and makes school members feel more at home in school; and (h) There have been many changes to students, that is, they have positive habits, both inside and outside of school. Related to the results, it can be seen from the many awards that the school has received, both in the academic and non-academic fields. The highest award achieved by the school related to the implementation of the child-friendly school program at MTsN 6 Jombang is the best award at the national level for a school that implements the child-friendly school program.

E. Discussion

Based on the findings of the research results, it can be concluded that in the context evaluation related to the Child Friendly School program, in some aspects it is very good and reflects the principles in program planning related to Child Friendly Schools. This result is in line with the principle put forward by Umaidi (2000) which states that context evaluation is an attempt to describe and detail the environment, unmet needs, population and sample served, and the objectives of the project or program itself. Therefore, in the evaluation of this context aspect, it has also fulfilled the stages starting from how the program starts or the initiation stage, the program is prepared, the program is planned or what objectives are to be achieved from the program.

Before the program is planned, there needs to be a needs analysis related to the program. In accordance with the above findings, an analysis has been carried out on the importance of the Child Friendly School program to be implemented in schools as an effort to deal with violence that has been occurring, both verbal and non-verbal. Related to the needs analysis that must be done before planning the program, Hariandja (2005) argues that needs analysis is the determination of a need for training and development to be carried out. Therefore, these activities are very important, complicated, and even difficult. A program is said to be very important because in addition to being the basis for further activities or programs, such as selecting the right program implementation model, program costs or budgets, and determining program objectives. Furthermore, it is said to be complicated and difficult because it is necessary to conduct a competency diagnosis or resource capability when the program is run and also the need for the required competencies in accordance with the changing trends of an environment that is being faced and that will be faced in the future.

Input evaluation is a process in assessing or evaluating the components related to supporting the implementation of a program. Related to the evaluation of the Child Friendly School program, in line with the opinion expressed by Ornstein & Hunkins (1998), the input evaluation process is designed to provide information to determine how to use these resources in achieving program objectives. All of this is related to the availability of resources, and strategies in achieving program objectives.

The evaluation of input to the Child Friendly School program focuses on three aspects, namely the evaluation of human resources, curriculum, and supporting infrastructure for the Child Friendly School program. In general, based on the research data, it can be said that these three aspects are very good. First, evaluation on the aspect of human resources, for example, since the school's program planning has prepared professional human resources in handling or running the Child Friendly School program, namely by starting to send several teachers to take part in training related to the Child Friendly School program. The implementation of the Child Friendly School program requires professional human resources. This concurs with Sugiono's (2008) statement which states that professional human resources are resources who have the knowledge and skills relevant to the tasks being carried out and are able to work quickly and precisely, so as to give satisfaction to those who get service. Therefore, the program has been supported by professional human resources with the formation of Child Friendly School Teams in schools and a training process related to child-friendly education. Apart from that, the general purpose of training is expressed by Kamil, Mukminin, & Kassim (2013), namely: to develop skills, so that work can be completed more quickly and more effectively, to develop knowledge, so that work can be completed rationally, and to develop attitudes. , so that it can give rise to the ability to work together.

Second, the curriculum aspect. Based on the evaluation of the existing curriculum components at MTsN 6 Jombang, it can be concluded that the curriculum used includes child-friendly principles. The curriculum component is very important because it is related to student learning and there must be a connection with the program being run. In this case Hasibuan (2003) argues that the curriculum or subjects to be given must support the achievement of program goals or objectives. Therefore, the curriculum must be determined systematically, the number of meeting hours, teaching methods, and the evaluation system must be clear so that the goals of development are optimal. The curriculum for the Child Friendly School program is useful for directing learning activities to match the program objectives.

Third, the aspect of the infrastructure. This aspect has a very important role in the Child Friendly School program, this is because student activities in school cannot be separated from the use of existing infrastructure, both in the learning process and in supporting extra-curricular activities in schools. Therefore, the supporting infrastructure in schools must comply with standards or meet child-friendly criteria or when used do not endanger students. Regarding the criteria for infrastructure that are outside the classroom, for example, it is in accordance with the existing criteria in child-friendly school principles. According to Fadhilah (2011), educational infrastructure is a means of supporting the

teaching and learning process or all the facilities needed in the learning and learning process, both mobile and immobile so that the achievement of educational goals runs smoothly, regularly, effectively, and efficiently. Therefore, the existing infrastructure at MTsN 6 Jombang is very supportive of the implementation of the Child Friendly School program as the expected goals, especially in supporting the learning process.

The process of implementing the Child Friendly School program at MTsN 6 Jombang runs very well, this is inseparable from the existence of a team that handles or is responsible for the implementation of the program. The success of the program implementation is also inseparable from the evaluation carried out by the internal evaluation team within the Child Friendly School team structure. The program evaluation is carried out every year and there is also an external team that assesses the effectiveness of the program being implemented at MTsN 6.

The implementation of the Child Friendly School program itself as the findings of the data on the results of the study indicate that there are programs carried out by schools both related to physical and psychological aspects of structuring programs. The purpose of other programs that support the Child Friendly School program is so that there is a complementary linkage between one component and another that is in the concept of implementing the Child Friendly School model.

During the Child Friendly School program there were changes felt by all school members, especially students. The program encourages all school members to be more concerned about the school environment and anti-violence so that the atmosphere at school becomes healthier, safer and more comfortable. This condition encourages students to develop and excel in school, one of which is the awards that many students receive related to awards in both academic and non-academic fields. The Child Friendly School Program not only makes students excel but also encourages teachers to be more enthusiastic in teaching de school. This is because the learning process is more fun, creative, and interactive so that it encourages the enthusiasm for learning in children so that children can more easily absorb the knowledge or material presented. The important aspect of the program's impact is the emergence of an honest and respectful character among students at MTsN 6 Jombang.

According to Sahlan et al. (2019), the output that is evaluated is the quality and quantity of students after experiencing the learning process. Quantity is the amount in the educational program. Meanwhile, quality is the degree of change in the behavior of students which includes cognitive, affective, and psychomotor domains. Therefore, based on research data, it is not seen only from academic value but also from aspects of attitude, honesty, and discipline. Students who graduate from MTsN 6 Jombang have good character besides they get various awards while studying at MTsN Jombang.

F. Conclusion

Based on the results of the research and discussion above, it can be concluded that the evaluation of the Child-Friendly School program at MTsN 6 Jombang based on the

evaluation of the CIPP model can be concluded as follows: (a) Context Evaluation. Basically, the implementation of the program is in accordance with current needs, namely one alternative in overcoming child violence, especially in the school environment. Apart from that this program is also in line with the programs that have been launched by the Government; (b) Input Evaluation. At this stage it is very good because the school already has good human resources, namely the formation of a Child-friendly school implementation team and also a violence prevention team. In addition, child-friendly principles have also been included in the existing curriculum at MTsN 6 Jombang; (c) Process Evaluation. The implementation of the program is very good, namely with the existence of short, medium, and long-term programs related to the implementation of the Child-friendly School program; (d) Product Evaluation. Based on the indicators of the achievement of the program's success, it has been very good, especially in the results of the overall program implementation, which is already at the highest achievement as a school that organizes child-friendly schools. The highest achievement received by the school is the award as a Child-Friendly School at the national level.

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