Implementation of the Child-Friendly School Program in Fostering Students' Character Development at the Elementary School Level

Implementasi Program Sekolah Ramah Anak dalam Menumbuhkan Karakter Peserta Didik di Sekolah Dasar

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Abstract

Educational institutions are expected to provide a safe, inclusive, and supportive learning environment for students. The Child-Friendly School (CFS) program was introduced as an educational policy to ensure the fulfillment of children's rights at school. However, previous studies have often discussed CFS from a normative perspective, with limited analysis of its practical implementation and its contribution to students' character development. This study aims to analyze the implementation of the Child-Friendly School program, identify challenges encountered, and examine strategies to foster students' character development. This research adopts a qualitative approach using a case study design. Data were collected through observations, in-depth interviews, and document analysis involving education officials, school principals, teachers, students, parents, and school committees. Data analysis was conducted through data reduction, data display, and conclusion drawing, while data credibility was ensured through source and method triangulation. The findings reveal that the implementation of the Child-Friendly School program is reflected in six key indicators: child-friendly policies, curriculum integration, teachers and educational staff trained in children's rights, adequate facilities and infrastructure, active student participation, and parental involvement. The program's implementation contributes positively to students' character development, particularly in fostering discipline and nationalism. These results indicate that the Child-Friendly School program functions not merely as an administrative policy but as a strategic approach to strengthening students' character in elementary education.

Keywords: *Character, child-friendly school, elementary school, students, case study.*

Abstrak

Lembaga pendidikan diharapkan mampu menyediakan lingkungan belajar yang aman, inklusif, dan mendukung perkembangan peserta didik. Program Sekolah Ramah Anak (SRA) dikembangkan sebagai kebijakan pendidikan untuk menjamin pemenuhan hak-hak anak di sekolah. Namun, sebagian besar penelitian sebelumnya masih membahas SRA secara normatif dan belum banyak mengkaji implementasinya secara empiris serta kontribusinya terhadap pengembangan karakter peserta didik. Penelitian ini bertujuan untuk menganalisis implementasi Program Sekolah Ramah Anak, mengidentifikasi kendala yang dihadapi dalam pelaksanaannya, serta menelaah strategi yang dilakukan sekolah dalam menumbuhkan karakter peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi yang melibatkan pemangku kepentingan pendidikan, meliputi pejabat dinas terkait, kepala sekolah, guru, peserta didik, orang tua, dan komite sekolah. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa implementasi Program Sekolah Ramah Anak tercermin dalam enam indikator utama, yaitu kebijakan sekolah ramah anak, integrasi prinsip SRA dalam kurikulum, pendidik dan tenaga kependidikan yang memahami hak anak, ketersediaan sarana dan prasarana pendukung, partisipasi aktif peserta didik, serta keterlibatan orang tua. Implementasi program ini berkontribusi positif terhadap penguatan karakter peserta didik, khususnya dalam aspek disiplin dan nasionalisme. Temuan ini menegaskan bahwa Program Sekolah Ramah Anak tidak hanya berfungsi sebagai kebijakan administratif, tetapi juga sebagai pendekatan strategis dalam penguatan karakter peserta didik di sekolah dasar.

Kata Kunci: Karakter, sekolah ramah anak, sekolah dasar, peserta didik, studi kasus.

1. Introduction

Schools today are no longer solely spaces for knowledge transfer, but also strategic environments for shaping students' character and personality. Society's demands on schools have shifted from an orientation toward academic achievement to strengthening character values, protecting children's rights, and creating a safe and inclusive learning climate (Indriani et al., 2025). In this context, schools are required to respond to the various issues faced by students, whether related to psychological, social, or moral aspects, so that the educational process can take place optimally and sustainably (Waqar et al., 2024).

Strengthening the role of schools has led to the creation of various education policies oriented towards fulfilling children's rights and character development. One relevant policy is the Child-Friendly School Program (SRA), which emphasizes a safe, non-discriminatory learning environment that values student participation. This program is a strategic instrument in integrating child protection values into daily educational practices as well as a systematic approach to fostering positive character in students (Rezkiana & Torro, 2019).

Normatively, these principles are in line with Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection, particularly Article 4 (*Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 tentang Perlindungan Anak, khususnya Pasal 4*), which emphasizes that every child has the right to live, grow, develop, and participate reasonably in accordance with their human dignity (Hastira et al., 2025). However, in educational practice, the fulfillment of children's rights has not been fully realized. Various problems are still evident in the field, such as repressive disciplinary practices, limited space for student participation in school decision-making, and a lack of a learning environment that is completely safe and friendly for children (Istianah & Retnasari, 2024). This condition shows a gap between normative provisions and the reality of implementation in educational units, thus requiring systematic efforts through school policies oriented towards child protection, one of which is through the implementation of the Child-Friendly School Program (Putri et al., 2021). The SRA initiative emerged as a response to educational practices that still position children as objects of learning while positioning educators as the sole authority (Fahmi, 2021).

In line with the policy of the Ministry of Women's Empowerment and Child Protection through the 2014 Regulation of the Minister of Women's Empowerment and Child Protection (*Peraturan Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak Tahun 2014*), the government initiated the Child-Friendly School Program (SRA) as an effort to ensure the fulfillment and protection of children's rights in education. This program aims to create a safe, inclusive school environment that supports the optimal development of students' potential, both academic and non-academic, and to instill values of tolerance, mutual respect, and a culture of peace (Yuliana et al., 2024).

On the other hand, a country's progress is largely determined by the quality of human resources produced through its education system. Education not only plays a role in improving academic competence but also serves as a strategic means of shaping students' character. However, efforts to improve the quality of human resources still face challenges, particularly the suboptimal integration of character education into school learning practices (Hayati & Alfiansyah, 2025). Character reflects moral and ethical values that influence the way a person thinks, behaves, and acts in daily life. Therefore, education plays an important role in instilling basic values such as integrity, responsibility, nationalism, and social awareness (Ajeng, 2024).

In this context, the Child-Friendly School Program is a relevant approach in supporting character education and improving the quality of human resources. By creating a safe, inclusive learning environment that respects children's rights, SRA provides space for students to develop their potential and character values optimally. Thus, the implementation of SRA not only contributes to protecting children in the school environment but also plays a strategic role in preparing a generation with character and competitiveness (Baroroh & Ulia, 2025).

Character education is a systematic effort to instill moral values so that students can apply them in their relationships with God, themselves, others, and society (Setyowulandari et al., 2025). Its implementation requires the active role of educational institutions through learning activities inside and outside the classroom, as well as programs specifically designed to support character development (Zubaedi, 2021). However, the implementation of character education in schools still faces various obstacles, so a more realistic and contextual approach is needed so that it can be effectively applied in daily educational activities (Hawi, 2017) .

Bone Bolango Regency, as one of the regions committed to becoming a Child-Friendly Regency, has implemented the Child-Friendly School Program in various educational units, including SD Negeri 12 Kabila. This school declared itself a Child-Friendly School by involving various stakeholders, such as the local government, educators, parents, and the surrounding community. However, initial observations show that some students still need reinforcement in applying character values. This indicates that the implementation of the SRA still requires strengthening of strategies and school culture in line with child protection principles.

Based on these conditions, an in-depth study of the implementation of the Child-Friendly School Program in improve student character is needed. This study aims to analyze the role of the Child-Friendly School Program in shaping student character and to identify the factors that support and hinder its implementation at SD Negeri 12 Kabila, Bone Bolango Regency.

2. Literature Review

In a broader sense, Child-Friendly Schools (CFS) represent a systematic effort to fulfill children's rights, grounded in the principle of non-discrimination, prioritizing the best interests of children, and upholding the dignity of each individual. This approach positions children as the primary subjects in the educational process, ensuring that all school policies and practices are directed toward creating a safe, inclusive, and rights-respecting learning environment. Based on the theory of human developmental ecology, the educational environment is viewed as a microsystem that significantly influences the formation of students' character values. This influence is formed through continuous interaction in a safe, supportive, and nurturing environment (Bambang et al., 2025). In the context of elementary school, the school environment plays a crucial role because students are in the early stages of development and are very sensitive to habits, role models, and patterns of social interaction. Therefore, the implementation of a child-friendly school environment is important to ensure that the learning process not only supports cognitive development but also fosters positive character values in a sustainable manner (Rahmawati & Utomo, 2024). The basis for this investigation is evidenced by the results of research conducted by Rangkuti & Maksum (2019) which underlines the important role of effective communication and authenticity from both educational institutions and parents. However, challenges related to financial resources and educators' heavy workload remain major obstacles.

Research conducted by Awliya et al. (2023) supports this, showing that SRA plays an important role in strengthening character education to remain relevant to the times. The findings

are in line with the research (Madhani & Patilima, 2024). The research shows that a friendly school environment, including the availability of adequate facilities and infrastructure and the active involvement of the entire school community, significantly contributes to the character formation of elementary school students, as such an environment encourages positive social interaction, the internalization of character norms, and a learning atmosphere that supports the holistic development of children. Conversely, Wana (2023) provides a different perspective by exploring the specific character values contained in the policy.

The relationship between previous research and this study indicates that the Child-Friendly School Program (SRA) positively contributes to students' character development. However, previous studies tend to focus on broader assessments or secondary education, so the context of SRA implementation at the elementary education level has not been studied in depth. In fact, primary education is a crucial phase in shaping the character foundation of students (Zein et al., 2023). Therefore, this study focuses on the implementation of SRA at SDN 12 Kabila, Bone Bolango Regency, to gain a more contextual understanding of the program's role in fostering student character from an early age.

This research is important considering the urgency of creating a safe and violence-free school environment. In practice, the implementation of the Child-Friendly School Program (SRA) at the local level often faces specific challenges and is influenced by local conditions, such as limited human resources and the lack of understanding of the principles of SRA among the entire school community. These conditions have the potential to hinder the effectiveness of the program in fostering the character of students (Adindo & Sari, 2025). Therefore, it is necessary to identify in depth the obstacles faced in the implementation of SRA at SDN 12 Kabila as a basis for formulating more appropriate and sustainable improvement efforts.

Based on the need to understand the problems of implementing the Child-Friendly School Program comprehensively and contextually, this study uses a qualitative approach with a single intertwined case study design. This approach was chosen because it can explore in depth the dynamics of interaction among teachers, students, and parents in the application of SRA at the elementary school level. Unlike previous studies, which generally focused on macro policy evaluation, perception measurement through quantitative surveys, or studies at the secondary education level, this study focuses on the practice of SRA implementation at the micro level. Previous studies have failed to reveal the processes, contextual challenges, and implementation strategies in elementary schools, a gap that this study fills. Through an in-depth exploration of schools that implement SRA, this study aims to identify patterns, strategies, and effective implementation models for developing students' character in tangible, sustainable ways.

3. Research Method

This study uses a qualitative, descriptive case study to gain an in-depth understanding of the implementation of the Child-Friendly School (CFS) Program in students' character development. This approach was chosen because it can describe phenomena contextually and comprehensively through an in-depth exploration of a specific case. The case study design used refers to the classification of case study designs proposed by Yin (2002), specifically the intertwined single case design, which allows for analysis of several subunits within a single research context.

In this qualitative research, the researcher serves as the primary instrument, directly involved in collecting, sorting, analyzing, and interpreting data. The presence of the researcher enables intensive interaction with informants and a deep understanding of the social and cultural context

surrounding the implementation of the Child-Friendly School Program, as emphasized by (Creswell, 2016).

This research was conducted at State Elementary School 12 Kabila, Bone Bolango District, Gorontalo Province. The location was chosen based on the consideration that the school had declared itself a Child-Friendly School and actively applied CFS principles in learning activities and school culture. In addition, the openness of the school and ease of access to data made this location relevant for a case study-based qualitative study (Harni et al., 2025). Similar considerations were also emphasized by Pujoko et al. (2025), which stated that the location of qualitative research must allow for in-depth exploration of the phenomenon being studied.

There were 12 informants in this study, selected using purposive sampling, considering the informants' direct involvement and understanding of the implementation of SRA. The informants included school principals, teachers, students, parents, and other relevant parties. Purposive selection of informants was carried out to obtain rich, relevant data aligned with the research focus, as stated in the qualitative approach (Kumara, 2018).

Data collection techniques included in-depth interviews, observation, documentation, and questionnaires. Interviews were conducted using an interview guide consisting of 10 questions, observation was conducted to observe activities and interactions in the school environment, while documentation was used to collect supporting data in the form of archives, photos, and official school documents. This technique is in line with the qualitative data collection procedures recommended by the (Creswell, 2016).

The data in this study consisted of primary and secondary data. Primary data was obtained through interviews and direct observation of research informants, while secondary data was sourced from school documents, activity reports, photos, archives, and other documents relevant to the implementation of the Child-Friendly School Program. Data analysis was conducted using the Miles and Huberman interactive model, which includes the stages of data collection, data reduction, data presentation, and conclusion drawing (Miles, B., & Huberman, M., 1992). The data obtained was reduced through a process of grouping and coding, then presented in the form of descriptive narratives to find patterns and themes relevant to the research focus.

Data validity is ensured through source and method triangulation techniques, namely by comparing the results of interviews, observations, and documentation. Cross-checking across data sources is conducted to ensure the consistency and credibility of the findings, enabling the research results to be scientifically accounted for.

4. Results and Discussion

4.1. Research Result

The implementation of the Child-Friendly School (CFS) Program at SDN 12 Kabila is designed to foster students' character, an important element in achieving educational goals. This initiative aims to nurture a generation that not only excels in academic pursuits but also embodies high moral standards as conscientious citizens. SDN 12 Kabila recognizes that in the contemporary era of globalization, the development of student character requires joint efforts and collaboration from various stakeholders. In this context, the institution positions itself as a Child-Friendly School, reflecting its commitment to providing safe and comfortable educational services while upholding children's rights. The character traits cultivated by the program include values such as spirituality, patriotism, integrity, discipline, and a sense of responsibility.

The data obtained from this investigation were synthesized using a triangulation methodology that included systematic observation, structured interviews, and the aggregation of relevant documents. This study emphasized the implementation of the Child-Friendly School Program (SRA), the obstacles encountered, and the initiatives undertaken by educational institutions in promoting student character development. The implementation of SRA in SDN 12 Kabila involves the formulation of school policies that advocate the creation of a nurturing environment for children, the implementation of a curriculum in line with child protection principles, the involvement of educators and teaching staff, the provision of safe facilities, and the proactive involvement of students and their parents. The principal emphasized that the school's program, which prioritizes students' welfare, is designed to foster a safe educational environment, ensure the realization of children's rights, and protect them from discrimination and violence. As a result, children are given the opportunity to grow and develop in line with their individual interests and innate talents.

Interviews with various stakeholders indicate that child-friendly schools are educational institutions that provide a pleasant learning environment, are free from pressure, and support students' character development. SDN 12 Kabila has been implementing the SRA program since March 2023, conducting outreach to parents, forming an implementation team, and establishing cooperation with relevant agencies. Educators emphasize that educational institutions strive to create a nurturing, safe, and conducive learning environment that fosters optimal child development. Indicators of SRA implementation in this school include policies that guarantee the fulfillment of children's rights, a learning process that is enjoyable and free from violence, safe facilities, a comfortable learning environment, and parental involvement in supporting school programs.

The implementation of SRA in the context of SDN 12 Kabila has been proven to have a beneficial effect on students' character development by fostering a friendly and inclusive educational environment. Pedagogical staff play an important role in fostering a safe and comfortable environment, serving as role models, demonstrating sensitivity to students' diverse needs, and using attractive and fair educational methodologies without discrimination. Observations show that SRA implementation indicators have been successfully applied, including internal policies prohibiting all forms of violence, the availability of a complaint system, the application of non-violent discipline, and campaign initiatives to prevent violence in the school environment. In addition, the learning content used does not contain elements of pornography, violence, radicalism, or SARA. The learning model that prioritizes a child-friendly approach has been outlined in the teaching module of the Plan, accompanied by authentic assessments that focus on the learning process. In general, the data shows that the implementation of SRA at SDN 12 Kabila is going well and is contributing positively to students' continuous character development. The results of the questionnaire on child-friendly school facilities and infrastructure, learning, and student participation are shown in Figure 1.
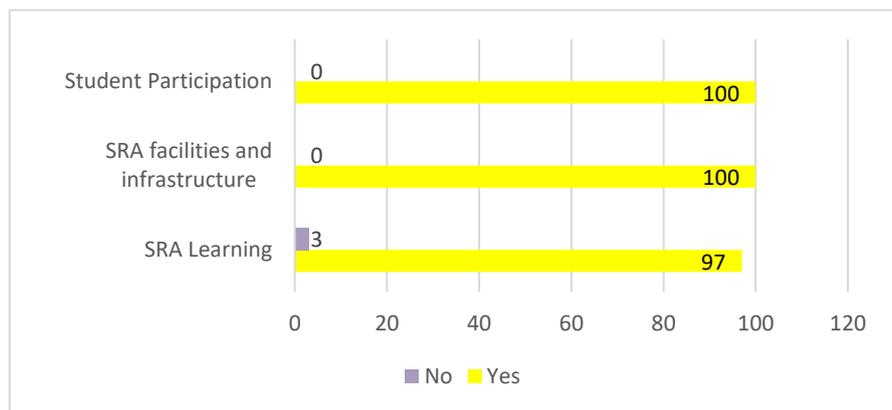
Figure.1. Results of the SRA Implementation Questionnaire

Educators play an important role in shaping the character of students because their behavior, actions, and examples during daily activities serve as direct models for children. By implementing the Child-Friendly School Program (SRA), educators at SDN 12 Kabila strive to provide a conducive, safe, and enjoyable learning environment. This initiative is realized through respect for children's rights, the implementation of non-discriminatory education, and the active involvement of students in the educational process. Educators foster close, mutually understanding relationships, serve as role models, and cultivate a supportive educational environment, thereby facilitating the smooth internalization of character values among students.

The interview results show that a positive, caring school environment is very important in shaping students' character. Teaching is no longer viewed through the lens of fear, but rather as a figure respected and loved by students. Through a synergistic commitment, the launch of the child-friendly school program at SDN 12 Kabila involved parents and various other parties in a collaborative effort to support children's character development. This approach emphasizes solving students' problems by promoting empathy and educational solutions, rather than simply imposing sanctions. With this approach, students will feel comfort, appreciation, and attention.

Findings from the analysis and research show that SDN 12 Kabila meets the criteria for classification as a Child-Friendly School. This is evidenced by a safe and healthy educational environment, well-ventilated classrooms that provide comfort, strategic spatial arrangements conducive to the educational process, hygienic sanitation facilities, and adequate recreational areas for students. This situation creates a comfortable and safe learning atmosphere, which ultimately contributes to the optimal character development of students.

In addition to interviews and observations, data were collected through questionnaires completed by 30 students to assess character indicators, including religiosity, tolerance, nationalism, discipline, responsibility, and honesty. The results of the analysis show that the implementation of the Child-Friendly School (SRA) Program at SDN 12 Kabila has a positive impact on the character development of students. The character indicators with the highest percentages were discipline and nationalism, each reaching 92.08%, which showed the school's success in instilling obedience to rules and love for the country through daily habits. Meanwhile, the indicator with the lowest percentage is responsibility, at 82.83%, which indicates that there is still a need to strengthen learning strategies and mentoring to improve the consistency of students in carrying out their duties and obligations.
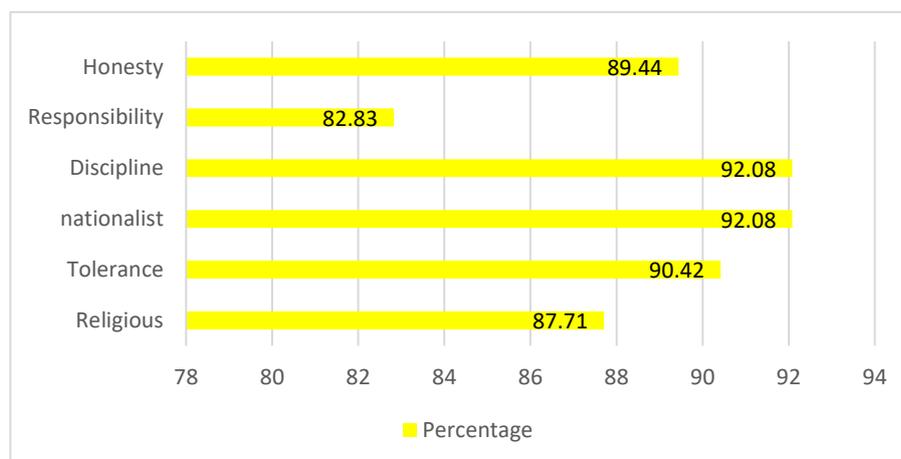
Figure.2. Results of Student Questionnaire on Character

According to data from the survey illustrated in Figure 2, the most prominent character values in the dissemination of Child-Friendly Schools (SRA) at SDN 12 Kabila are discipline and nationalism. This shows that the SRA initiative plays an important role in cultivating a disposition of discipline and a deep sense of patriotism among students. The principles of nationalism are conveyed through the systematic practice of holding flag ceremonies and singing the national anthem before the start of educational activities. Conversely, the character trait of discipline is fostered through routines of punctuality and the completion of tasks within a specified time frame. The results of this investigation are in line with the findings of research conducted by Ningrum et al. (2024), which show that educational methodologies that emphasize children's well-being significantly improve discipline and cooperative behavior among students. This phenomenon can be attributed to the creation of a safe, conducive learning environment that motivates students to participate actively.

Despite these challenges, the implementation of the Child-Friendly School Program at SDN 12 Kabila continues to face several obstacles. The challenges include limited manpower, inadequate facilities and infrastructure, and insufficient financial support. In addition, educators, parents, and the school committee still need to improve their understanding of and implementation of SRA. Furthermore, the mindset of some educators who still rely on conventional methods in teaching and learning methods, as well as the lack of parental involvement and cooperation among sectors, pose obstacles to optimizing student character development. The lack of continuing education and specialized training related to SRA is one of the factors hindering the maximum implementation of the program.

The findings of this study indicate that the effective implementation of SRA is significantly influenced by the prevailing social conditions in the region and the availability of supporting facilities provided by educational institutions. Environmental conditions, both within the educational environment and in the surrounding community, that are not yet fully conducive, along with the lack of important facilities such as places of worship and areas that facilitate student interaction, serve as obstacles to fostering an environment truly inviting to children's learning. Essentially, creating a safe, healthy, and comfortable atmosphere is a key prerequisite for implementing SRA, in line with the provisions outlined in the Ministerial Regulation on Women's Empowerment and Child Protection No. 8 of 2014 (*Peraturan Menteri tentang Pemberdayaan Perempuan dan Perlindungan Anak No. 8 tahun 2014*). As a result, collaboration among educational

institutions, parents, the community, and government agencies is an important component in overcoming the various challenges.

To overcome several challenges, SDN 12 Kabila implemented a series of strategic steps in implement the Child-Friendly School Program (SRA). These steps include creating a safe and supportive learning environment, enforcing good discipline without resorting to violence, increasing teachers' attention to students, and resolving conflicts through dialogue and constructive solutions. The school has made an announcement about the Child-Friendly School involving various relevant institutions, such as the Office of Women's and Children's Empowerment, the Office of Education, the National Narcotics Agency, the Community Health Center, and the community. This is a form of collective commitment to support the implementation of children's rights and protection.

Furthermore, the school continuously strives to provide ongoing education for teachers, teaching staff, and parents to ensure a consistent understanding of SRA principles. Educators are encouraged to take on the role of facilitators of transformation, not only imparting knowledge but also serving as examples in cultivating students' character through methodologies that emphasize ethical principles. Through collaboration across sectors, improvements in teacher capabilities, and a school environment that supports children, the implementation of PSRA at SDN 12 Kabila has had a positive impact on students' character development. This is particularly evident in the areas of discipline, national spirit, sense of responsibility, and mutual respect.

4.2. Discussion

The implementation of the Child-Friendly School (CFS) Program at SDN 12 Kabila is a deliberate initiative that aims to foster a safe, inclusive, and conducive educational environment for the holistic development of students. According to findings from interviews, observations, and questionnaires, the SRA program is not merely implemented to comply with existing regulations but has become an important component of school culture, involving teachers, students, parents, and external stakeholders. The institution strives to incorporate the principles of child protection, non-discrimination, and character values into its policies, pedagogical processes, and daily interactions. As a result, children's rights are upheld, and their active involvement is enhanced. The implementation of SRA at SDN 12 Kabila places students at the core of the educational process, ensuring they have a sense of security, comfort, and fair treatment. This initiative also includes children from vulnerable demographics, including those with special needs, as well as students from various social and economic backgrounds.

In carrying out activities, educational institutions implement policies to prevent violence, use learning approaches that involve active and inclusive participation, and provide safe facilities that meet children's needs. The learning process is designed to create an enjoyable experience free of physical and mental pressure and to encourage balanced cognitive, affective, and psychomotor development. Teachers act as facilitators who build a positive communication environment, provide opportunities for students to express their opinions, and apply supportive discipline without resorting to physical or psychological punishment (Pujoko et al., 2025). Courses are designed in foster a conducive atmosphere and promote active student involvement in the management of the educational process. The goal is to foster a sense of accountability and build intimate relationships with the academic environment. The instructional materials used have relevant and contextually stimulating attributes, facilitating students' understanding of the subject matter in a more tangible and pragmatic way (Bond et al., 2020) .

The implementation of SRA at SDN 12 Kabila shows strong collaboration between the school, parents, and the community. Family and community involvement play an important role in strengthening child protection and developing students' character. However, parental participation still needs improvement through socialization measures and a continuous approach. In the context of character development, SRA provides opportunities for students to develop religious values, tolerance, discipline, a sense of responsibility, honesty, empathy, cooperation, and love for the country through the learning process and collaborative activities at school. A safe, inclusive learning environment has been proven to increase students' confidence, enthusiasm for learning, and social skills.

Although in general, the implementation of SRA at SDN 12 Kabila has been running smoothly, several obstacles remain to be overcome. These challenges are largely related to the unstable commitment of all school members, the lack of understanding of some teachers about child-friendly concepts, and the involvement of parents and the community, which is not yet at an ideal level. Some teachers still need support and ongoing training in order to apply teaching methods that fully emphasize humanity and prioritize children's rights. To address these challenges, the school has taken various strategic steps, including organizing technical training, strengthening internal policies, designing a curriculum that emphasizes children's rights, improving facilities and infrastructure, and conducting periodic program evaluations involving various stakeholders (Wahdah & Mujiwati, 2020) .

Overall, the implementation of the Child-Friendly School Program at SDN 12 Kabila has had a beneficial impact, creating a safe, enjoyable, and inclusive educational environment, in addition to contributing significantly to students' character development. This initiative not only helps in achieving academic goals but also emphasizes the need to maintain the physical, mental, and social well-being of children. Through careful planning, sustained dedication, and collaboration among various stakeholders, SRA has emerged as an effective pedagogical approach for nurturing a generation blessed with character, integrity, and the capacity for optimal development in line with their inherent potential.

5. Conclusion

This research aims to explain and critically assess the implementation of the Child-Friendly School Program (SRA) in relation to student character development at SDN 12 Kabila. The results show that the implementation of SRA at SDN 12 Kabila has been carried out in a structured and systematic manner, involving all school components. At the planning stage, the educational institution developed policies and learning documents that emphasized children's rights. These texts included teaching modules and teaching materials that prioritized children's rights to have fun, rest, and learn in a safe and enjoyable environment. The learning process is carried out through methods that involve active participation, the application of positive discipline, and the use of creative learning media to encourage student engagement. This implementation is a concrete action by the school to instill religious, national, and integrity values in daily learning activities.

However, the implementation of SRA still faces several obstacles, including a lack of balanced understanding among some teachers regarding the concepts and principles of Child-Friendly Schools, limited facilities and infrastructure to support children's exploration activities, and a lack of continuous training and support. In addition, support from school committees and

parents remains suboptimal. This is due to a lack of understanding of their important role in supporting students' character development in the educational environment.

To effectively address the multifaceted challenges faced, SDN 12 Kabila instituted a series of strategic interventions, including conducting training sessions and technical guidance for educators focused on inclusive education and the application of constructive discipline. In addition, the educational institution fostered cooperation with various stakeholders, particularly the Office of Women's Empowerment and Child Protection, the National Narcotics Agency, and the Community Health Center. Furthermore, there is an emphasis on involving parents and the wider community more actively in the educational institution's decision-making process. In addition, the school actively encourages student participation in various activities, enabling them to experience recognition, improve their self-esteem, and refine their potential while effectively instilling positive character values.

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