

AL-MUSANNIF | EDUCATIONAL STUDIES

Education Policy and Management | Research Article

<https://journal.cognifera.web.id/index.php/al-musannif>



Implementation of Child-Friendly School Policies: Evidence from Gowa, Indonesia

Implementasi Kebijakan Sekolah Ramah Anak: Bukti Empiris dari Gowa, Indonesia

Muh Tahir Malik^{*1}, Darti Darti²

¹Faculty of Teacher Training and Education, Megarezky University, Makassar, Indonesia

²Faculty of Health Sciences, University of Mega Buana Palopo, Indonesia

Article History:

Received: December 2, 2024

Revised: July 15, 2025

Accepted: September 13, 2025

*Correspondence:

Address:

Jl. Paccerrakkang, Perumahan Bumi Berua Indah, Biringkanaya, Kota Makassar - 90241

Email:

muhtahirmalik62@gmail.com

Keywords:

child-friendly school, junior high school, policy implementation

Abstract:

Schools are expected to provide safe and supportive environments for children's holistic development, yet gaps persist between Child-Friendly School (CFS) policy and practice in Indonesia, as evidenced by ongoing incidents of school violence. This study examines CFS implementation at a junior high school, while identifying supporting and constraining factors and their impact on the school environment. Using a qualitative case study approach, data were collected through interviews, participatory observation, and document analysis, and analyzed with Miles and Huberman's model integrated with Edward III's policy implementation framework. Findings indicate that clear communication, positive teacher dispositions, sufficient resources, flexible bureaucracy, and strong inter-organizational relations support effective CFS implementation, whereas limited funding, high student-teacher ratios, uneven understanding of CFS principles, and inconsistent parental involvement constrain it. CFS implementation has enhanced school cleanliness, reduced violence and bullying, and increased student participation. The study contributes theoretically by contextualizing Edward III's model within CFS implementation and practically by providing strategies to strengthen CFS in similar contexts. Limitations include the single-case design and qualitative focus, suggesting the need for broader, mixed-method research in the future.

INTRODUCTION

Schools are expected to provide a safe environment that supports children's optimal development. However, evidence shows that many schools in Indonesia have not fully adopted child-friendly practices. According to the Indonesian Education Monitoring Network (JPPI), there were 573 cases of violence reported in educational settings in 2024, a significant increase from 91 cases in 2020 (NEW Indonesia 2024). The most prevalent forms of violence were sexual violence (42%), followed by bullying (31%), physical violence (10%), and psychological abuse (11%) (Tirto.id 2024).

Furthermore, the Indonesian Child Protection Commission (KPAI) reported 2,355 cases of child protection violations in 2023, of which 861 occurred within educational institutions

(Kompas.com 2024). These included 487 cases of sexual violence, 236 cases of physical and/or psychological violence, 87 cases of bullying, 27 cases related to inadequate educational facilities, and 24 cases linked to discriminatory policies (Fahham 2024).

This phenomenon highlights a gap between the government's Child-Friendly School (CFS) policy and its practical implementation in schools (Nugroho 2021). In fact, the CFS program is one of the key strategies to ensure children's rights to safe, inclusive, and participatory education, as emphasized in the Convention on the Rights of the Child (UNICEF 2009). Although the number of schools registered as CFS has increased, the implementation remains uneven and often ineffective. Common challenges include teachers' and staff's limited understanding of CFS principles, insufficient facilities, and a lack of meaningful involvement of students and parents (Aziz et al. 2025).

Research on CFS policy implementation has been conducted in various regions across Indonesia. For instance, Rangkuti and Maksum (2019) analyzed the implementation of CFS in Depok, showing that effective communication, strong commitment from school stakeholders, and coordination between local governments and schools were critical enablers. However, they also found obstacles such as budget constraints and teacher shortages that hindered optimal implementation. Similarly, Kaafah and Widowati (2025) observed that although the CFS program had been initiated in Semarang Regency, its implementation remained suboptimal due to inconsistent understanding of child-friendly principles among teachers and students. At the international level, Aziz (2025) highlighted the role of parental involvement in enhancing CFS effectiveness, while also noting challenges in sustaining its implementation.

At the local level, Gowa Regency has taken steps to implement the CFS framework. A notable example is SMP Negeri 1 Parangloe, which won first place in the district-level school cleanliness competition in 2023, demonstrating a concrete effort to create a clean and healthy school environment (Starnews.id 2023). While CFS implementation has been widely studied in other regions, this study provides novel contributions. *First*, it specifically examines SMP Negeri 1 Parangloe, which has not been previously explored, thereby contributing new insights to the literature on CFS at the junior secondary level in Gowa. *Second*, the study employs a qualitative case study approach to explore in depth both the supporting and inhibiting factors of CFS implementation, as well as its impact on the school environment. *Third*, the analysis is grounded in Edward III's policy implementation framework, which includes communication, disposition, resources, bureaucratic structure, and inter-organizational relationships (Rangkuti and Maksum 2019). This theoretical lens provides a comprehensive understanding of the dynamics of CFS policy implementation at the school level.

Accordingly, this study aims to offer new perspectives on the challenges, strategies, and best practices in implementing CFS at SMP Negeri 1 Parangloe, while also serving as a reference for similar policy development in other regions. Based on this research background, the study formulates its scope as summarized in Table 1.

Table 1. Research Scope Matrix

No	Research Focus	Research Scope
1	Implementation of CFS policy at SMP Negeri 1 Parangloe, Gowa Regency	Focus on communication, disposition, resources, bureaucratic structure, and inter-organizational relationships

2	Supporting and inhibiting factors of CFS policy implementation	Both internal and external factors influencing implementation
3	Implications of CFS policy implementation for the school environment	Aspects of cleanliness, safety (harassment and bullying), and student participation

The research scope outlined in Table 1 establish the study's objectives: (1) to analyze the implementation of CFS policy focusing on communication, disposition, resources, bureaucratic structure, and inter-organizational relationships; (2) to identify internal and external supporting and inhibiting factors of CFS policy implementation; and (3) to examine the implications of CFS policy implementation for cleanliness, safety, and student participation.

METHODS

Research Type and Approach

This study employs a qualitative research design with a case study approach. This approach was chosen to explore in depth the implementation of the Child-Friendly School (CFS) policy at SMP Negeri 1 Parangloe, Gowa Regency, including the supporting and inhibiting factors as well as its impact on the school environment. The case study approach enables the researcher to obtain a comprehensive contextual understanding of the dynamics of CFS policy implementation (Yin 2014).

Data Sources

The data sources in this study consist of primary and secondary data. Primary data were obtained through in-depth interviews and direct observations with key informants, namely the Principal, the Vice Principal for Student Affairs, teachers involved in the implementation of the CFS policy, and members of the School Committee. Secondary data were collected from school documents, activity reports, regulations related to CFS, and relevant scholarly literature (Flick 2018; Meydan and Akkaş 2025).

Data Collection Techniques

Data were collected using three techniques. First, in-depth interviews with key informants were conducted to obtain detailed information on the practices and strategies of implementing the CFS policy. Second, participant observation was carried out during school activities to directly assess the physical environment, teacher–student interactions, and student participation in CFS initiatives. Third, document analysis was performed through the examination of official school documents, activity reports, and other supporting evidence related to the implementation of CFS (Flick 2018; Meydan and Akkaş 2025).

Data Analysis Techniques

Data were analyzed using the qualitative analysis model of Miles and Huberman, which consists of three integrated stages. *First*, data reduction was carried out by filtering, summarizing, and categorizing the data according to the research themes. *Second*, data display was conducted by visualizing the findings through tables, narratives, and flow diagrams of the CFS implementation. *Third*, conclusion drawing and verification were undertaken by identifying patterns, inter-factor relationships, and the implications of CFS implementation (Miles, Huberman, and Saldaña 2014). In addition, the analysis was linked to Edward III's

policy implementation theory, in order to develop a comprehensive understanding of the mechanisms of policy implementation at the school level (Mubarok et al. [2020](#)).

Data Validation

The validity of the data was ensured through multiple triangulation strategies. First, source triangulation was conducted by comparing information obtained from the school principal, teachers, and the school committee. Second, methodological triangulation was applied by integrating data from interviews, observations, and document analysis. Third, theoretical triangulation was employed by analyzing the data using Edward III's policy implementation framework alongside the CFS literature, thereby ensuring the comprehensive validity of the research findings (Flick [2018](#); Meydan and Akkaş [2025](#)).

Efforts to Avoid Researcher Bias

To minimize bias, several strategies were employed. First, the researcher engaged in self-reflection before and during data collection to maintain objectivity. Second, systematic field notes were maintained, and the entire research process was documented thoroughly. Third, member checking was conducted through discussions with informants to verify data interpretations. Fourth, peer debriefing was carried out with colleagues to ensure the accuracy of the analysis and to strengthen the validity of the research findings (Meydan and Akkaş [2025](#)).

RESULTS AND DISCUSSION

Implementation of Child-Friendly School (CFS) Policy

The implementation of the CFS program at SMP Negeri 1 Parangloe is evident through five key initiatives referred to as the *CFS Five Programs*. *First*, school regulations prohibiting physical and verbal violence are consistently enforced through regular socialization and personalized guidance, enabling students to understand the rules without feeling humiliated. *Second*, interactive and project-based learning is applied to foster active student participation, allowing them to learn through discussions, group projects, and presentations. *Third*, the "Learning Outside the Classroom" program, organized every semester, provides contextual learning experiences while enhancing students' social skills and collaboration. *Fourth*, child-friendly reading corners are provided in every classroom to cultivate reading interest and creativity, as well as to create space for self-directed learning aligned with students' interests. *Fifth*, teachers serve as facilitators and mentors, supporting students academically and socially, thereby strengthening mutual trust between learners and educators.

The overall implementation of this policy is analyzed through five key dimensions: communication, disposition, resources, bureaucratic structure, and inter-organizational relations, which are described as follows:

Communication

The principal explained that information regarding the CFS program is regularly disseminated through meetings, briefings, notice boards, and digital media. The vice principal for student affairs emphasized the importance of two-way communication to allow teachers and students to ask questions and provide feedback. Teachers and members of the school committee stated that this communication is effective in conveying programs, policies, and implementation

procedures of the CFS, ensuring that all stakeholders understand their roles and responsibilities. Observations further confirmed that regular coordination meetings and consistent program dissemination supported the effective flow of information.

These findings are consistent with Rangkuti and Maksum (2019), who found that effective communication among policymakers, teachers, and students is one of the main factors contributing to the successful implementation of CFS. Similarly, Aziz et al. (2025) highlighted that clear and repeated communication enhances the understanding of the entire school community regarding child-friendly principles, thereby reducing the risk of policy misinterpretation.

Furthermore, this study reinforces Nugroho (2021), who argued that well-structured communication contributes to the creation of a safe and participatory school environment. According to Nugroho (2021), the success of CFS policies is not solely determined by formal regulations but also by communication mechanisms that enable monitoring, coordination, and shared understanding among teachers, students, and the school committee. In short, clear and continuous communication is one of the key variables ensuring that policies are accepted, understood, and implemented by all relevant stakeholders (Mubarok et al. 2020).

Interestingly, the two-way communication practices at SMP Negeri 1 Parangloe add a participatory dimension rarely emphasized in previous literature, as they allow students and teachers to actively provide feedback and contribute to the design of CFS implementation strategies. Thus, SMP Negeri 1 Parangloe demonstrates effective, participatory, and systematic communication practices that not only strengthen the implementation of CFS but also serve as a model for other schools at both local and national levels.

Disposition

Teachers and staff demonstrate open, tolerant attitudes and support the holistic development of students. For instance, teachers act as facilitators and mentors, guiding students in both academic and social activities. The principal emphasized the importance of empathy in addressing violations of school rules, ensuring that students recognize their mistakes without feeling humiliated. This positive disposition strengthens the implementation of the CFS policy and creates a safe environment for students.

These findings align with previous studies showing that teachers' positive dispositions significantly influence the success of CFS policy implementation. For example, Rangkuti and Maksum (2019) emphasized that teachers' openness and empathy in dealing with students foster a learning environment conducive to holistic student development. Similarly, Thersina et al. (2025) highlighted the critical role of teachers as facilitators and mentors in supporting CFS policy implementation at schools. This is further reinforced by Fitriani, Istaryatiningtias, and Qodariah (2021), who argued that teachers acting as facilitators and student companions contribute to the creation of a child-friendly, safe, and participatory school environment.

Theoretically, these findings support Edward III's policy implementation framework, which posits that the disposition of policy implementers—in this case, teachers and staff—plays a crucial role in the success of implementation. Positive attitudes, openness to change, and commitment to policy goals are key factors in ensuring that policies can be implemented effectively (Mubarok et al. 2020).

Resources

SMP Negeri 1 Parangloe provides adequate resources to support the implementation of the Child-Friendly School (CFS) program, including reading corners in every classroom, creative learning facilities, and infrastructure for “Outdoor Learning” activities. Teachers stated that the availability of books and reading spaces enables students to engage in independent learning according to their interests. The principal further emphasized that budget allocation and sufficient facilities are key factors in the successful implementation of this policy.

These findings are consistent with Fitriani, Istaryatiningtias, and Qodariah (2021), who highlighted that the availability of age-appropriate physical facilities and literature strongly supports the establishment of child-friendly schools and enhances students’ active participation in learning activities. Similarly, Thersina et al. (2025) found that resource allocation—including funding, space, and learning materials—has a positive correlation with the effectiveness of CFS policy implementation, particularly in fostering students’ independence and creativity.

Theoretically, these findings reinforce Edward III’s policy implementation framework, which emphasizes that resource availability is one of the main determinants of successful policy execution. According to Edward III, without adequate resource support, policy implementers cannot optimally execute programs, even if their dispositions and inter-party communication are favorable (Mubarok et al. 2020).

In addition, these findings align with Resource Dependence Theory (RDT) developed by Pfeffer and Salancik, which asserts that organizations rely on both internal and external resources to achieve their strategic objectives. In the school context, the provision of reading spaces, creative facilities, and sufficient budget allocation constitutes critical resources that enable teachers and staff to implement the CFS program effectively. RDT underscores that strategic resource management not only enhances organizational autonomy but also strengthens the capacity to meet students’ needs optimally (Febrianti et al. 2024). Thus, the availability and management of resources at SMP Negeri 1 Parangloe not only support the implementation of CFS but also enhance the school’s ability to foster a safe, inclusive, and participatory learning environment.

Bureaucratic Structure

A flexible bureaucratic structure enables the implementation of interactive project-based activities, creative learning, and outdoor learning programs. The academic schedule is organized to avoid disrupting the CFS initiatives, while decision-making mechanisms involve teachers and the school committee to ensure broad participation. This reflects an integration of formal policies with operational practices that support child-friendly principles.

Findings regarding the flexible bureaucratic structure at SMP Negeri 1 Parangloe demonstrate that organizing academic schedules without interfering with CFS programs, along with the involvement of teachers and the school committee in decision-making processes, fosters integration between formal policy and operational practice. This condition aligns with Orkodashvili (2013), who emphasized the importance of responsive governance and resource allocation in supporting child rights protection through child-friendly schools. Bureaucratic flexibility allows schools to adapt to students’ needs without being rigidly bound to administrative regulations.

Similarly, Cobanoglu, Ayvaz-Tuncel, and Ordu (2018) showed that the successful implementation of child-friendly schools is strongly influenced by participatory management systems, where the involvement of teachers, students, and parents strengthens ownership of school policies. This is further reinforced by Ulfah et al. (2022), who found that open and collaborative child-friendly school management enhances students' psychological well-being. Thus, a flexible bureaucratic structure not only supports the effectiveness of CFS programs but also fosters a conducive learning environment for students' socio-emotional development.

From an international perspective, Clair, Miske, and Patel (2012), in a UNICEF study in Central and Eastern Europe, confirmed that child-friendly school policies are more successful when implementation practices are contextually adapted, including decision-making mechanisms involving multiple stakeholders. Likewise, Modipane and Themane (2014), through the Child-Friendly Schools program in South Africa, found that teachers' social capital, integrated with school organizational structures, was a decisive factor in the success of child-friendly curriculum development.

Theoretically, bureaucratic flexibility in supporting CFS can be understood through Edward III's policy implementation framework, which highlights bureaucratic structure as a key variable influencing policy success. Rigid structures tend to inhibit innovation, while flexible structures enable adaptation, participation, and rapid responsiveness to students' needs (Iskandar 2024). These findings are also related to the concept of good governance in education (Wanjiru 2019), where transparency, participation, and accountability in school governance serve as the foundation for creating a child-friendly environment.

Therefore, the integration of formal policies with operational practices through a flexible bureaucratic structure, as demonstrated at SMP Negeri 1 Parangloe, is not only consistent with previous research but also strengthens the theoretical claim that the effectiveness of educational policy implementation depends on the ability of bureaucratic structures to foster participation, collaboration, and innovation.

Inter-Organizational Relations

Inter-organizational relations, including the involvement of the school committee and the broader community, play a crucial role in supporting the implementation of CFS. The school committee reported being actively engaged in key meetings and providing input related to facilities and child-friendly programs. Outdoor learning activities also foster interactions with the surrounding community, thereby enhancing external support and strengthening student participation in social activities.

Research findings indicate that inter-organizational relations—both through the school committee and community involvement—are essential for supporting the implementation of CFS at SMP Negeri 1 Parangloe. The school committee is not only engaged in meetings and decision-making but also contributes feedback regarding facilities and programs. Meanwhile, outdoor learning activities involving the community enhance external support and simultaneously promote students' social participation. This aligns with UNICEF's CFS framework, which underscores the importance of community engagement in ensuring the protection of children's rights and fostering inclusive learning environments (Chabbott 2004).

Theoretically, these findings can be explained through the concept of governance in education policy implementation. Clair, Miske, and Patel (2012) emphasize that the quality of child-friendly education depends not only on formal school policies but also on social networks and collaboration between internal and external stakeholders. In other words, inter-organizational relations strengthen the participatory dimension, which is critical for creating a safe learning environment that supports children's development.

Wanjiru (2019) further confirmed that good governance practices—through the involvement of parents, communities, and other stakeholders—are proven effective in advancing the success of child-friendly school models. Similarly, Thomas, Jose, and Kumar (2018) found that community participation enhances child protection and fosters a positive school climate.

Moreover, studies by Iskandar (2024) and Suharsiwi et al. (2023) highlighted that the success of CFS in Indonesia is largely determined by the extent to which schools build strong relationships with parents, committees, and the community. Such external participation functions not only as facility support but also as a form of social control and reinforcement of child-friendly values.

Thus, it can be concluded that inter-organizational relations in the implementation of CFS at SMP Negeri 1 Parangloe are consistent with previous studies and with theories of collaboration in education. The collaboration established strengthens policy effectiveness, provides additional resources, and fosters a shared sense of ownership toward the success of child-friendly school programs.

Summary of Findings

Based on interview and observation results across the five key aspects, several findings emerged: (1) Communication involved the clear delivery of program information, policies, and procedures through meetings, briefings, notice boards, and digital media, ensuring that all stakeholders understood their roles and responsibilities. (2) Disposition reflected the open, tolerant, and supportive attitudes of teachers and staff toward students' holistic development, with teachers serving as facilitators and mentors. (3) Resources included adequate physical facilities and literature, such as child-friendly reading corners and creative learning tools, which supported child-friendly activities. (4) Bureaucratic structure was flexible, allowing the integration of interactive learning, creative projects, and outdoor activities without disrupting academic schedules. (5) Inter-organizational relations encompassed the involvement of the school committee and the wider community, which reinforced external support and increased student participation in diverse activities. These five aspects are summarized in Table 2 to provide a comprehensive overview of CFS policy implementation at SMP Negeri 1 Parangloe.

Table 2. Implementation of CFS Policy at SMP Negeri 1 Parangloe

CFS Policy	Implementation Findings	Analysis Based on Edward III's Framework
Establishment of school regulations prohibiting physical and verbal violence	Students understood the rules through routine socialization; teachers enforced regulations through personal guidance.	Communication: Rules were conveyed clearly and repeatedly; Disposition: Teachers and staff demonstrated tolerance and consistency in enforcement; Resources: Staff support and consistent monitoring were provided.

Implementation of interactive and project-based creative learning	Students actively engaged in discussions, group projects, and presentations.	Communication: Teacher-student interaction increased; Disposition: Teachers acted as facilitators; Bureaucratic Structure: Flexible curriculum and schedules supported project activities.
Semester-based outdoor learning programs	Students studied in public parks or surrounding environments to enhance social and teamwork skills.	Communication: Students engaged in real-world interactions; Inter-Organizational Relations: Community involvement strengthened external support; Resources: Funding and transportation were provided.
Provision of child-friendly reading corners in every classroom	Each classroom had a reading corner with age-appropriate books; students read freely and pursued independent learning.	Resources: Adequate books and physical space were available; Disposition: Teachers encouraged reading interest; Communication: Usage of reading corners was clearly communicated.
Teachers as facilitators and mentors	Teachers accompanied students, provided guidance, and supported academic and social development.	Disposition: Teachers supported holistic student growth; Communication: Teacher-student relations were open and trust-based; Inter-Organizational Relations: Support from the school committee and parents strengthened the mentoring role.

Source: Primary Data

Based on Table 2, the implementation of the CFS policy at SMP Negeri 1 Parangloe demonstrates a comprehensive approach. **Communication** was intensive through meetings, briefings, notice boards, and digital platforms, ensuring clear dissemination of CFS policies to all parties. Teachers’ and staff’s **disposition** reflected openness, tolerance, and facilitation, fostering students’ holistic development. The availability of **resources**—both physical facilities and literature—effectively supported child-friendly activities such as reading corners and project-based learning. A flexible **bureaucratic structure** enabled the integration of creative projects and outdoor learning without disrupting the academic calendar. Finally, **inter-organizational relations**, including collaboration with the school committee and the community, reinforced policy implementation holistically.

These findings suggest that the success of CFS implementation is not solely determined by formal regulations but also by effective communication, teacher and staff commitment, resource availability, structural flexibility, and external collaboration (Mubarok et al. 2020).

Supporting and Constraining Factors in the Implementation of CFS Policy

Supporting Factors in CFS Implementation

Based on interviews with informants, several internal factors were identified as supporting the implementation of the CFS policy. The principal stated, “The full support of all teachers and staff is the main asset. Everyone agreed to apply child-friendly principles in every activity.” Teachers added that openness and empathy toward students facilitated smooth guidance and learning processes. The Vice Principal for Student Affairs emphasized that routine activities such as interactive learning and the Outdoor Learning program received active student participation because teachers consistently facilitated and encouraged their involvement.

External supporting factors were also observed. A school committee member explained, “The involvement of parents and the community is very helpful, especially in outdoor activities

and the provision of learning facilities. They also supervise and provide feedback, which makes the program more effective.” Furthermore, school achievements, such as winning the district-level school cleanliness competition in Gowa Regency in 2023, served as additional motivation for teachers and students to maintain a child-friendly school environment.

Research findings indicate that the successful implementation of CFS at SMP Negeri 1 Parangloe is sustained by both internal and external factors. Internally, the full support of teachers and staff, their empathetic attitudes, and their active involvement in learning were the main driving forces. The principal emphasized that the collective commitment of the school community was crucial to ensuring that child-friendly principles were consistently applied. This aligns with Edward III’s (1980) policy implementation theory, which highlights disposition as a determining factor for policy success. Teachers with open, empathetic, and participatory dispositions effectively fostered students’ active engagement in learning activities.

This finding is consistent with Fitriani, Istaryatiningtias, and Qodariah (2021), who found that teachers’ positive dispositions and collective staff support significantly contribute to the creation of a safe, inclusive, and child-friendly learning environment. Similarly, Ulfah et al. (2022) confirmed that child-friendly school management must be supported by teachers acting as facilitators to enhance students’ psychological well-being. Thus, internal factors—particularly teacher and staff support—can be considered the primary driving force in CFS implementation.

Externally, the involvement of the school committee, parents, and the surrounding community strengthened the implementation of CFS. External participation extended beyond material support (such as facilities) to include supervision, feedback, and collaboration in outdoor learning activities. Modipane and Themane (2014), in the South African context, highlighted that teachers’ social capital and community support are critical resources in developing Child-Friendly School curricula. Likewise, Thomas, Jose, and Kumar (2018) emphasized that community involvement fosters protective environments while reinforcing the participatory dimensions of CFS.

Another external factor was the recognition of school achievements, such as winning the Gowa district school cleanliness competition in 2023, which served as a collective motivator. This is consistent with Saragih and Subroto (2023), who stressed that awards and public recognition enhance school communities’ commitment to maintaining accessibility and the quality of child-friendly environments. More broadly, extrinsic motivation theory in educational psychology supports the notion that social recognition and institutional achievements reinforce stakeholders’ commitment to policy implementation (Ryan and Deci 2000).

In conclusion, the findings demonstrate that the success of CFS at SMP Negeri 1 Parangloe is determined by the synergy of internal factors (support from teachers, staff, and the principal) and external factors (school committees, communities, and recognition). The integration of these factors indicates that CFS policies cannot be implemented solely within the school but require the support of broader social networks to ensure effective, sustainable, and child-rights-based implementation.

Constraining Factors in CFS Implementation

The principal acknowledged, “Budget limitations have resulted in some CFS-supporting facilities being suboptimal, such as sports infrastructure and creative learning media.” Teachers further noted that the high teacher-student ratio sometimes hinders individual guidance, causing some students to receive insufficient attention.

From an internal perspective, the Vice Principal for Student Affairs highlighted differences in teachers’ understanding of child-friendly principles, particularly among newly recruited teachers, which leads to inconsistent application of rules and child-friendly teaching methods. Meanwhile, external constraining factors also emerged, such as limited parental participation in certain programs due to work commitments and local cultural challenges that still regard strict discipline as the primary educational approach.

Research data indicate that although several supporting factors exist, there are notable constraining factors in CFS implementation. One major constraint is budgetary limitations, which hinder the optimization of supporting facilities, such as sports infrastructure and creative learning media. This finding aligns with Orkodashvili (2013), who asserts that uneven resource allocation is a key impediment to realizing child-friendly schools. At the national level, Ulfah et al. (2022) also report that limited school operational funds impact the adequacy of facilities that support students’ psychological well-being.

Moreover, the high teacher-student ratio presents a distinct challenge. Teachers struggle to provide individual guidance, resulting in some students not receiving adequate attention. This is consistent with Cobanoglu, Ayvaz-Tuncel, and Ordu (2018), who found that the success of child-friendly schools is highly influenced by educators’ capacity to provide personalized support. An imbalanced teacher-student ratio reduces the effectiveness of implementing child-friendly principles, particularly in the area of personal guidance.

Internally, discrepancies in teachers’ understanding of child-friendly principles, especially among new staff, impede the consistency of policy implementation. This finding is consistent with Edward III’s (1980) policy implementation theory, which emphasizes the importance of implementers’ dispositions in ensuring successful execution. Variations in understanding create gaps in practice, ultimately reducing program effectiveness. Fitriani, Istaryatiningtias, and Qodariah (2021) also emphasize that the successful implementation of CFS requires a shared value orientation among teachers and educational personnel.

External constraining factors also play a significant role. Limited parental involvement due to work commitments hinders support for school programs. This aligns with Suharsiwi et al. (2023), who found that parental engagement is crucial for the success of CFS, particularly in community-based activities. Additionally, local cultural challenges that continue to prioritize strict discipline as the main educational method further obstruct implementation. Thomas, Jose, and Kumar (2018) highlight that cultural resistance to child-friendly approaches is a major challenge in creating genuinely inclusive and protective school environments.

Theoretically, these constraining factors indicate that the success of CFS policy implementation depends not only on formal regulations and resources but also on the alignment of implementers’ dispositions, organizational capacity, and support from the surrounding

culture. In other words, implementing CFS requires an integrative approach that encompasses structural, cultural, and participatory dimensions to ensure the policy operates effectively.

Implications of CFS Policy Implementation on the School Environment

Based on interviews with informants and field observations, the implementation of the CFS policy has had a significant impact on cleanliness, safety, and student participation at SMP Negeri 1 Parangloe.

Cleanliness

The principal explained, “Since the implementation of CFS, school cleanliness has become a primary concern. Students are accustomed to maintaining their classroom and school grounds, which has enabled the school to achieve top awards in the Gowa Regency cleanliness competition.” Field observations revealed that each classroom is equipped with separate trash bins, and students actively maintain the reading corners and public facilities. Teachers added that weekly communal cleaning activities (gotong royong) encourage students to take responsibility for cleanliness independently.

The research findings indicate that cleanliness is one of the key indicators of successful CFS implementation at SMP Negeri 1 Parangloe. The principal emphasized that fostering a culture of cleanliness not only improves the quality of the learning environment but also contributes to school achievements, such as winning the regency-level cleanliness competition. Observations showing the presence of separate trash bins in each classroom and active student engagement in maintaining reading corners and common facilities demonstrate that cleanliness has been integrated into character education.

These findings are consistent with Mantopani, Muhajir, and Azis (2023), who highlight that a clean school environment serves as a means of cultivating students’ discipline and responsibility. Weekly communal cleaning activities also align with Fauziah and Hidayah (2022), who found that student participation in maintaining the school environment through collective activities strengthens their sense of ownership toward the school.

From an international perspective, this study is supported by Bikomeye, Balza, and Beyer (2021), who demonstrate that school programs based on clean and healthy environments not only enhance physical comfort but also strengthen student engagement in learning. Barrett et al. (2019) further affirm that a clean and organized physical school environment significantly affects students’ concentration, motivation, and academic achievement.

Theoretically, cleanliness practices within CFS can be analyzed using Bronfenbrenner’s ecological theory (1979), which emphasizes the importance of the physical environment (microsystem) in shaping children’s behavior. A clean, healthy, and orderly school environment serves as a positive stimulus for students to exhibit behaviors consistent with CFS values. Additionally, Bourdieu’s habitus theory (1990) is relevant, as routine cleanliness practices through communal activities cultivate a new habitus among students—namely, the internalized habit of maintaining their environment in daily life.

Thus, cleanliness is not merely a technical aspect of CFS implementation but also functions as a medium for character education, the formation of positive habitus, and the

enhancement of the learning environment quality, thereby supporting the creation of a safe, inclusive, and participatory school atmosphere.

Safety

The Vice Principal for Student Affairs stated, “Rules prohibiting physical and verbal violence, along with consistent teacher supervision, make students feel safe. Incidents of bullying or harassment have decreased compared to previous years.” Teachers also mentioned, “We emphasize guidance and dialogue when students make mistakes, so they feel valued and secure, rather than fearful or intimidated.” Observations support this: student interactions appear harmonious, and there is a clear complaint mechanism available for students.

Field findings indicate that safety is a crucial dimension in the implementation of CFS. The existence of rules prohibiting physical and verbal violence, combined with consistent teacher supervision, strengthens students’ sense of security. This aligns with the UNICEF Child-Friendly Schools Framework (Chabbott, 2004), which emphasizes that a safe and protective learning environment is foundational for fulfilling children’s right to quality education.

Theoretically, this can be explained through Bronfenbrenner’s ecological development theory (1979), which considers safety as a protective factor within the school microsystem. A learning environment free from violence fosters positive interactions among students, teachers, and peers, thereby enhancing children’s psychological well-being. Emphasizing dialogue and guidance, rather than harsh punishment, also reflects a constructive approach consistent with the positive school climate theory (Thapa et al., 2013), in which fairness, respect, and supportive relationships are key indicators.

Previous research supports these findings. Cobanoglu, Ayvaz-Tuncel, and Ordu (2018) found that child-friendly schools can reduce bullying through clear rules and active teacher supervision. Saragih and Subroto (2023) also highlight the importance of equitable access and safe play areas for female students as part of CFS implementation. In Indonesia, Suharsiwi et al. (2023) emphasize that CFS implementation is most effective when clear complaint mechanisms and child-friendly disciplinary approaches are provided.

Furthermore, international research underscores that students’ sense of safety directly impacts academic engagement. Thomas, Jose, and Kumar (2018) note that while creating a protective environment poses challenges, successful implementation of CFS increases student motivation and active participation. Similarly, Iskandar (2024) affirms the effectiveness of CFS in Indonesia in fostering student character through positive discipline practices.

Thus, field data on reduced bullying incidents and increased safety at SMP Negeri 1 Parangloe are consistent with child development theory, the positive school climate concept, and previous research. The implementation of clear rules, dialogue-based approaches, and complaint mechanisms not only reduces potential violence but also strengthens a safe, inclusive school climate that supports optimal student development.

Student Participation

The principal emphasized the importance of involving students in learning activities and school environment management: “Students are engaged in planning class projects,

extracurricular activities, and social programs at school. This enhances their sense of responsibility and creativity.” Teachers added that interactive learning methods and group-based projects encourage active participation, enabling students to gain confidence and teamwork skills. Observations revealed that students actively participate in discussions, group projects, and social activities within the school.

Student involvement in planning and implementing learning activities, managing the school environment, and participating in social programs demonstrates that SMP Negeri 1 Parangloe has applied the principle of student agency within the CFS framework. Active engagement strengthens students’ responsibility, creativity, and self-confidence, aligning with the concept of student voice, which emphasizes providing students with opportunities to participate in school decision-making (Messiou, Reyes, and Potnis 2025; Wen 2022).

Theoretically, these findings align with Vygotsky’s social constructivist theory, which asserts that learning occurs through social interaction and collaboration. By engaging in class projects, group discussions, and social activities, students become not only knowledge recipients but also co-creators of learning experiences (Hariana 2021). This is also consistent with Arnstein’s participation theory, which views active engagement as a form of citizen power in educational contexts (Wen 2022; Winarti & Bahri 2025).

Previous studies support these findings. Cobanoglu, Ayvaz-Tuncel, and Ordu (2018) found that child-friendly schools that involve students in academic and social activities are more successful in fostering a positive school climate. Modipane and Themane (2014) also emphasize that teachers’ social capital can be leveraged to encourage active student participation in curriculum development. In Indonesia, Ulfah et al. (2022) show that student participation in CFS activities positively affects psychological well-being, as students feel valued and recognized within the school community.

Furthermore, Saragih and Subroto (2023) highlight that participatory strategies, especially for female students, are key to ensuring equitable access to school facilities. Internationally, Thomas, Jose, and Kumar (2018) underline that student engagement in a child-friendly learning environment enhances collaboration and social empathy, which are critical for character development.

Therefore, findings regarding student participation at SMP Negeri 1 Parangloe are consistent with theory and previous research. Participation not only strengthens academic skills but also develops soft skills, character, and social responsibility, ultimately contributing to a democratic, inclusive, and child-friendly school climate.

CONCLUSION

This study concludes that the implementation of the Child-Friendly School (CFS) policy at SMP Negeri 1 Parangloe is carried out comprehensively through the five main aspects of Edward III’s policy implementation framework. Clear communication, empathetic teacher dispositions, adequate resource availability, bureaucratic flexibility, and external support from the school committee and the community serve as the primary foundations for successful implementation. Supporting factors originate from the collective commitment of the school community, active student participation, and community involvement, while constraining

factors include budget limitations, high teacher-student ratios, differences in teachers' understanding, and local cultural challenges. Practically, the CFS policy has tangible effects on improving cleanliness, safety, and student participation, contributing to a positive school climate.

The implications of this study can be viewed from three main dimensions: theoretical, practical, and policy-oriented. Theoretically, the findings reinforce Edward III's policy implementation framework by demonstrating that communication, dispositions, resources, bureaucratic structure, and inter-organizational relationships are key factors in the success of CFS implementation. Additionally, this study integrates the perspectives of Resource Dependence Theory (RDT) and the UNICEF Child-Friendly Schools (CFS) framework, emphasizing that the implementation of educational policies depends not only on formal regulations but also on the synergy between internal factors—such as teacher dispositions, communication, and resource availability—and external factors, including community support and inter-organizational collaboration.

From a practical perspective, the findings can serve as a model for CFS implementation in other schools, particularly in Indonesia, highlighting the importance of flexible bureaucracy, two-way communication, and active involvement of school committees and communities. Best practices such as providing reading corners, outdoor learning programs, and child-friendly complaint mechanisms can be replicated to enhance a safe, inclusive, and participatory learning environment.

In the policy domain, this study provides recommendations for local governments and the Ministry of Education to strengthen regulations and resource support. This includes adequate budget allocation, ensuring a more proportional teacher-student ratio, and continuous training programs for new teachers to ensure consistent understanding of child-friendly principles in educational practice.

This study has several limitations. First, it focuses on a single school (SMP Negeri 1 Parangloe), so the generalizability of the results is limited to the local context. Second, the research method is predominantly qualitative, using interviews and observations, which does not capture quantitative data to objectively measure the impact of CFS implementation on students' academic and psychosocial outcomes. Third, time constraints prevented a long-term evaluation of program sustainability. Therefore, future research is recommended to adopt a mixed-methods design, involve multiple schools with different contexts, and explore the longitudinal effects of CFS on academic, psychological, and social indicators.

AUTHOR'S DECLARATION

Funding

This research was fully funded independently by the authors without any external sponsorship.

Authors' Contribution

The first author, a professor in political science and policy studies, contributed to the formulation of the theoretical framework, policy analysis, and the development of conceptual arguments regarding the implementation of Child-Friendly Schools (CFS) from a public policy perspective. The second author, an expert in health and a child mental health advocate, was responsible for analyzing psychosocial and mental health aspects,

as well as the practical implications of applying child-friendly principles in the school environment. Both authors jointly participated in data collection, analysis of findings, and the preparation of the final manuscript.

Disclosure Statement

The authors declare that there are no conflicts of interest in this study.

Data Availability Statement

The research data are fully available and can be accessed through the corresponding author.

Acknowledgements

Special thanks are extended to the Principal, Teachers, Staff, Students, and the Committee of SMP Negeri 1 Parangloe for their willingness to serve as informants and provide full support during the data collection process. The authors also express gratitude to the Government and the Education Office of Gowa Regency for facilitating this research, enabling its smooth execution. Finally, the authors sincerely thank academic colleagues and family members for their prayers, motivation, and moral support, which were invaluable in completing this study.

REFERENCES

- Apologia, Milla Ahmadia, M. Mochtar Mas'od, Ali Masykuri, Anita Hidayati, and Verriyanto Eko Priyono Putra. 2024. "Child-Friendly School Management: A Study of Ukhuwah Wathoniyah at Ma'arif Nahdlatul Ulama." *Dirasah International Journal of Islamic Studies* 2 (2): 106–119. <https://doi.org/10.47191/ijcsrr/V5-i8-47>.
- Aziz, Hafidh, Ajat Sudrajat, Suparno, Per dana Pashela, and Laras Putri Azzahra. 2025. "Evaluation of the Child-Friendly School Policy in Indonesia: Analysis of Effectiveness and Implementation Challenges." *EduLearn* 9 (1): 1–10. <https://doi.org/10.11591/edulearn.v19i1.21706>.
- Barrett, Peter, Fay Davies, Yufan Zhang, and Lucinda Barrett. 2019. "The Impact of Classroom Design on Pupils' Learning: Final Results of a Holistic, Multi-Level Analysis." *Building and Environment* 89: 118–133. <https://doi.org/10.1016/j.buildenv.2015.02.013>.
- Bikomeye, Jean C., Joanna Balza, and Kirsten M. Beyer. 2021. "The Impact of Schoolyard Greening on Children's Physical Activity and Socioemotional Health: A Systematic Review of Experimental Studies." *International Journal of Environmental Research and Public Health* 18 (2): 535. <https://doi.org/10.3390/ijerph18020535>.
- Bourdieu, Pierre. 1990. *The Logic of Practice*. Stanford: Stanford University Press.
- Bronfenbrenner, Urie. 1979. *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- Chabbott, Colette. 2004. "UNICEF's Child-Friendly Schools Framework: A Desk Review." New York: UNICEF.
- Clair, Nancy, Shirley Miske, and Deepa Patel. 2012. "Child Rights and Quality Education: Child-Friendly Schools in Central and Eastern Europe (CEE)." *European Education* 44 (2): 5–22. <https://doi.org/10.2753/EUE1056-4934440201>.
- Cobanoglu, Fatma, Zeynep Ayvaz-Tuncel, and Aydan Ordu. 2018. "Child-Friendly Schools: An Assessment of Secondary Schools." *Universal Journal of Educational Research* 6 (3): 466–477. <https://doi.org/10.13189/ujer.2018.060313>.
- Edward III, George C. 1980. *Implementing Public Policy*. Washington, DC: Congressional Quarterly Press.
- Fahham, Achmad Muchaddam. 2024. *Kekerasan pada Anak di Satuan Pendidikan: Isu dan Permasalahan*. Dalam *Isu Sepekan: Bidang Kesra, Komisi VIII, Minggu ke-1 Februari 2024*. Pusat Analisis Keparlemenan Badan Keahlian Setjen DPR RI. Diakses 13 Februari 2025. https://berkas.dpr.go.id/pusaka/files/isu_sepekan.

- Fauziah, Kongidatun Tri, and Nur Hidayah. 2022. "Penanaman Pendidikan Karakter Peduli Lingkungan di SD Unggulan Aisyiyah Bantul Yogyakarta." *Fundadikdas: Jurnal Penelitian Fundamental Pendidikan Dasar* 3 (1): 50–64. <https://doi.org/10.12928/fundadikdas.v3i1.1498>.
- Febrianti, Devi, Kurnia Widya Oktarini, and Edy Firza. 2024. "The External Control of Organization; A Resource Dependence Perspective (the Book Review)." *Journal of Management, Entrepreneur and Cooperative* 3 (1): 13–24. <https://doi.org/10.56869/jmec.v3i1.534>.
- Fitriani, Somariah, Istaryatiningtias Istaryatiningtias, and Lelly Qodariah. 2021. "A Child-Friendly School: How the School Implements the Model." *International Journal of Evaluation and Research in Education (IJERE)* 10 (1): 273–284. <https://doi.org/10.11591/ijere.v10i1.20765>.
- Flick, Uwe. 2018. *Doing Triangulation and Mixed Methods*. London: Sage Publications.
- Hariana, Kadek. 2021. "Vygotsky's Sociocultural Theory Constructivism in Art Education." *Education Journal* 2 (1): 48-59. <https://jurnal.fkipuntad.com/index.php/eduj/article/view/890>.
- Iskandar, Dodi. 2024. "The Effectiveness of Child Friendly School Programs in Developing Schools with Character." *Jurnal Master Administrasi Pendidikan* 1 (1): 27–35. <https://ejournal.umpri.ac.id/index.php/JUMADI/article/view/2395>.
- Kaafah, Hana S., and Nina Widowati. 2025. "Implementasi Program Sekolah Ramah Anak di SMP dalam Mewujudkan Kebijakan Kabupaten Layak Anak di Kabupaten Semarang." *Nova Idea* 2 (2): 241–61. https://ejournal3.undip.ac.id/index.php/nova_idea/article/view/53193.
- Kompas.com. 2023. "KPAI Sebut Ada 2.355 Kasus Pelanggaran Perlindungan Anak Selama 2023, 861 di Lingkungan Pendidikan." Diakses 13 Februari 2025. <https://nasional.kompas.com/read/2023/10/10/05401641/kpai-sebut-ada-2355-kasus-pelanggaran-perlindungan-anak-selama-2023-861-di>.
- Mantopani, Ipal, Muhajir Muhajir, and Abdul Azis. 2023. "Pendidikan Karakter Peduli Lingkungan di Sekolah Dasar." *Jurnal Ilmu Pendidikan Dasar Indonesia* 2 (4): 393–403. <https://doi.org/10.51574/judikdas.v2i4.931>.
- Messiou, Kyriaki, Elizer Jay de los Reyes, and Chinmaya Potnis. 2025. "Student Voice: Bringing about Change in Primary Schools." *International Journal of Qualitative Studies in Education* 38 (3). <https://doi.org/10.1080/09518398.2025.2455982>.
- Meydan, Cem Harun, and Handan Akkaş. 2025. "The Role of Triangulation in Qualitative Research." In *Advances in Research Methods in Educational Leadership and Management*, edited oleh M. S. Khine, 1–18. Hershey, PA: IGI Global. <https://doi.org/10.4018/979-8-3693-3306-8.ch006>.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. 2014. *Qualitative Data Analysis: A Methods Sourcebook*. Thousand Oaks, CA: Sage Publications.
- Modipane, Mpho, and Mahlapahlapana Themane. 2014. "Teachers' Social Capital as a Resource for Curriculum Development: Lessons Learnt in the Implementation of a Child-Friendly Schools Programme." *South African Journal of Education* 34 (4). <https://doi.org/10.15700/201412052105>.
- Mubarok, Syahrul, Soesilo Zauhar, Endah Setyowati, and Suryadi Suryadi. 2020. "Policy Implementation Analysis: Exploration of George Edward III, Marilee S. Grindle, and Mazmanian and Sabatier Theories in the Policy Analysis Triangle Framework." *Journal of Public Administration and Policy Studies* 5 (1): 7–15. <https://doi.org/10.21776/ub.jpas.2020.005.01.7>.
- NEW Indonesia. 2024. "Kekerasan di Lingkungan Pendidikan Melonjak Lebih dari 100 Persen." *new-indonesia.org*. Diakses 13 Februari 2025. <https://www.new-indonesia.org/jppi-2024-kekerasan-di-lingkungan-pendidikan-melonjak-lebih-dari-100-persen>.
- Nugroho, D. 2021. *Evaluasi Kebijakan Sekolah Ramah Anak di Sekolah Menengah Pertama*. Yogyakarta: Graha Ilmu.

- Orkodashvili, Mariam. 2013. "Quality Education through Child-Friendly Schools: Resource Allocation for the Protection of Children's Rights." *Revista Românească pentru Educație Multidimensională* 1: 101–109. <https://dx.doi.org/10.2139/ssrn.1630885>.
- Rangkuti, Safitri Ridwan, and Irfan Ridwan Maksum. 2019. "Analisis Implementasi Kebijakan Sekolah Ramah Anak di SMP Negeri 6 Depok." *JPSI (Journal of Public Sector Innovations)* 4 (1): 8–19. <https://doi.org/10.26740/jpsi.v4n1.p8-19>.
- Ryan, Richard M., and Edward L. Deci. 2000. "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being." *American Psychologist* 55 (1): 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>.
- Saragih, JF Bobby, and T. Yoyok Wahyu Subroto. 2023. "Child-Friendly School: Female Students' Strategies for Equality in Accessibility of School Playground." *Journal of Asian Architecture and Building Engineering* 22 (4): 2047–57. <https://doi.org/10.1080/13467581.2022.2153061>.
- Starnews.id. 2023. "SMPN 1 Parangloe Juara Lomba Kebersihan, Hj Ummihati: Kado Terindah Jelang Purnabakti." Diakses 13 Februari 2025. <https://starnews.id/smpn-1-parangloe-juara-lomba-kebersihan-hj-ummihati-kado-terindah-jelang-purnabakti>.
- Suharsiwi, Suharsiwi, Rusydy Sjakyakirti Arifin, Anis Setiyanti, and Muhammad Arvan. 2023. "Implementing Child-Friendly Schools Program at Muhammadiyah Elementary School in South Tangerang." *Indonesian Journal of Islamic Education Studies (IJIES)* 6 (1): 109–122. <https://ejournal.uit-lirboyo.ac.id/index.php/ijies/article/view/3619>.
- Thapa, Amrit; Jonathan Cohen; Shawn Guffey; and Ann Higgins-D'Alessandro. 2013. "A Review of School Climate Research." *Review of Educational Research* 83 (3): 357–385. <https://doi.org/10.3102/0034654313483907>.
- Thersina, Maya, Muhamad Sholeh, Mufarrihul Hazin, Amrozi Khamid, and Mochamad Nursalim. 2025. "Pengaruh Sumber Daya dan Disposisi Pelaksana terhadap Implementasi Kebijakan pada Sekolah Ramah Anak di Surabaya." *ALIGNMENT: Jurnal Ilmiah Ilmu Administrasi Negara* 8 (2): 14864. <https://doi.org/10.31539/alignment.v8i2.14864>.
- Thomas, Shinto, K. Alphonsa Jose, and P. Aneesh Kumar. 2018. "Child Friendly Schools: Challenges and Issues in Creating a Positive and Protective School Environment." In *Positive Schooling and Child Development: International Perspectives*, 233–48. Singapore: Springer. https://doi.org/10.1007/978-981-13-0077-6_12.
- Tirto.id. 2024. "Data Kasus Bullying Terbaru 2024: Apakah Meningkat?" Diakses 13 Februari 2025. <https://tirto.id/data-kasus-bullying-terbaru-2024-apakah-meningkat-g621>.
- Ulfah, Ulfah, Hanafiah Hanafiah, Ujang Cepi Barlian, and Nandang Koswara. 2022. "Management of Child Friendly Schools to Develop Students Psychological Well Being." *International Journal of Education and Digital Learning (IJEDL)* 1 (2): 43–48. <https://doi.org/10.47353/ijedl.v1i2.9>.
- UNICEF. 2009. *Convention on the Rights of the Child: Implementation Guidelines*. New York: United Nations Children's Fund.
- Wanjiru, Mugai Jane J. 2019. "Good Governance Practices and Promotion of Child Friendly Schools Model." In *2nd Annual International Conference, Machakos University, Kenya*, 24–26. <http://ir.mkusu.ac.ke/handle/123456780/4499>.
- Wen, Jie. 2022. "Voice Matters: How Can a School Listen to Student Voice in School Governance?" *Journal of Education, Humanities and Social Sciences (EHSS)* 22: 12521. <https://doi.org/10.54097/ehss.v22i.12521>.
- Winarti, Sri Lili, and Samsul Bahri. 2025. "Implementasi Program Sekolah Ramah Anak dalam Meningkatkan Kesadaran Hak Asasi Manusia di Kalangan Siswa Sekolah Paket A di PKBM Permai Kec. Tanjung Morawa." *Al-Zayn: Jurnal Ilmu Sosial & Hukum* 3 (3): 2073–80. <https://ejournal.yayasanpendidikandzurriyatulquran.id/index.php/AlZayn/article/view/1536>.
- Yin, Robert K. 2014. *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage Publications.