.

Child-Friendly School Management: A Study of *Ukhuwah Wathoniyah* at Ma'arif Nahdlatul Ulama

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ABSTRACT

This article aims to describe and explain the management of child-friendly schools which is a real implementation of *ukhuwah wathoniyah* in several schools assisted by the Branch Board of Ma'arif Nahdlatul Ulama Education Institution Sidoarjo, namely: MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, Madrasah Tsanawiyah NU Sidoarjo, and Taruna Tarik Vocational High School. This management process includes planning, organizing, implementing, monitoring, and the role of various parties such as principals, teachers, parents, and external parties in supporting child-friendly school programs. In planning, indicators of child-friendly school implementation are created by the eight national education standards. This research uses a descriptive qualitative approach by collecting data through observation, interviews, and documentation. The results reflect the school's seriousness in implementing the concept of child-friendly schools as an integral part of *ukhuwah wathoniyah*. The program not only involves the internal school but also involves active participation from parents and external parties. Thus, child-friendly school management in schools assisted by the Branch Manager of the Ma'arif Nahdlatul Ulama Educational Institution in Sidoarjo can be considered an inspiring model and has a positive impact on the education of children in the neighborhood.

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1.   INTRODUCTION

Prevention of psychological violence needs to be a central focus in efforts to create a safe and supportive school environment (Alnizar, Ma'ruf, & Manshur, 2021; Hamdi, Carnegie, & Smith, 2015). The education system should play an active role in providing students, teachers, and school staff with an understanding of the impact of psychological violence and steps to prevent it (Cook, Ogden, & Winstone, 2020; Pusvitasari & Zarkasyi, 2024). In addition, adequate protection and support should be provided to victims of psychological violence, including mental health and counseling services (Corbin dkk., 2023; Kohlberg, 1966). Involving parents, communities and other relevant parties in the prevention and handling of psychological violence in schools is also key to success. Thus, creating an environment that supports children's positive development, protects their well-being, and provides a solid foundation for their future (Hanafi, 2016; Noboru dkk., 2021). Children are considered the pillars of the nation's future and must be treated humanely and nurtured properly. The importance of properly educating and treating children as the next generation will affect the quality of the future of a nation and mankind. This principle is by the contents of the 1945 Constitution Article 28 B paragraph (2) which emphasizes the right of every child to survival, growth, development, and protection from all forms of violence and discrimination.

These provisions underline that children have the right to grow and develop optimally, both physically and mentally. They also have the right to education, morals, and praiseworthy morals (Balg, 2023; Chowdhury, 2018; Istiyani, Wibowo, Taruna, Rahmawati, & Atmanto, 2024). To realize this, a development environment is needed that provides teachings of compassion for fellow human beings, rather than fostering hatred. The existence of mutual hatred can create conflicts between groups that have the potential to threaten the integrity of the Unitary State of the Republic of Indonesia. Therefore, the entire community needs to form an environment that supports the growth and development of children with positive values, such as compassion, empathy, and concern for others. The understanding and implementation of these principles at various levels of society, especially in education, families, and neighborhoods, will be the foundation for the formation of a superior generation that can contribute positively to the progress of the nation (Aghnaita & Murniati, 2023; Syahbudin, Basir, Karim, & Barni, 2022). Therefore, creating an environment that supports the development of children with positive values must be a shared commitment to shape a better future for the nation and future generations.

Education has a crucial role as the frontline in fostering and teaching fundamental values, such as tolerance, respect for diversity, love, empathy, and sympathy for fellow human beings (Alazeez, AL-Momani, & Rababa, 2024; Maarif, Muarofah, Sianipar, Hariyadi, & Kausar, 2024; Muhajarah & Soebahar, 2024). These values have a positive impact on the creation of harmony and peace in a society. Therefore, education is considered an important instrument in creating a generation that has a deep understanding of humanitarian principles (Anggraeni & Purnomo, 2023; Daheri, Meliani, Putra, Saputra, & Syarifah, 2023). Child-friendly school management is relevant in this context, as a form of implementing these values. Schools that implement this concept aim to create an environment that supports children's positive growth and development (Begum, Liu, Qayum, & Mamdouh, 2022). This concept involves all parties in the school environment, including teachers, principals, staff, and parents, to form a conducive educational atmosphere jointly.

Child-friendly schools promote the principle of *ukhuwah wathoniyah* as a pillar of world peace. Through this approach, schools are not only a place to transfer academic knowledge but also a vehicle for character building and social values (Anderson dkk., 2022; Husin, 2013). Teachers have a central role in guiding students to understand the importance of tolerance, appreciate diversity, and live life with love and empathy (Muid, Shohib, & Askarullah, 2024). In addition, involving parents in this concept has a significant impact. Communication between schools and parents is important to create synergy in providing guidance and education to children (Armistead, Forehand, Brody, & Maguen, 2002; Syahbudin dkk., 2022). Thus, the school is not just a separate entity, but an integral part of the community that is committed to creating an environment that supports the holistic growth of children. The concept of child-friendly school management must continue to be developed and strengthened to face the dynamics of the times. Education that focuses on human values and peace is a solid foundation for building a harmonious and competitive society. Through joint efforts in implementing this concept, it is hoped that a generation that is not only academically intelligent but also has high morality and social skills can be formed.

2. METHODS

This research adopts a qualitative method with the type of case study that focuses on child-friendly school management in several schools under the guidance of the Ma'arif Nahdlatul Ulama Education Institute Sidoarjo Branch Management. The schools that are the focus of this research include MI NU KH Mukmin, MI NU Pucang, MI Darun Najah Sukodono, Madrasah Tsanawiyah NU Sidoarjo, and Taruna Tarik Vocational High School. In this process, the researcher acts as the main instrument to collect data, by the concept of key instruments proposed by (Sugiyono, 2008)) in qualitative research. The selection of several schools assisted by the Branch Management of the Ma'arif Nahdlatul Ulama Educational Institution in Sidoarjo as the subject of this research is based on their status as pilot child-friendly school modeling, which makes them the center of attention for analyzing the implementation of the program. The importance of the role of research instruments in this qualitative method opens up opportunities to gain an in-depth and contextual understanding of child-friendly school management at various levels of education. Thus, the data collection process involves direct interaction with education stakeholders, both at the level of school principals, teachers, and parents.

The key informant in this study is the chief executive of the child-friendly school, who has a central role in managing and implementing the program. Secondary informants included five school principals, five child-friendly school treasurers, five counseling teachers, five child-friendly school coordination and socialization officers, five extracurricular and discipline coordinators, parents, and the head of women's empowerment and child protection at DP3AP2KB. By involving various related parties, this research seeks to obtain diverse and comprehensive perspectives on the implementation of child-friendly schools. The data collection process was conducted through several methods, including interviews, observation, and documentation. Interviews were conducted to obtain information directly from stakeholders, both those directly involved in program implementation and those in decision-making roles at the school level. Observations provided an opportunity to directly observe the implementation of the program in its daily context, including interactions between students, teachers, and parents. Documentation was used to understand the

historical development and framework of the child-friendly school program in each school that was the focus of the research.

In the data analysis steps, this study adopted the Miles and Huberman approach. The initial stage includes data collection, where the researcher is actively involved in obtaining information from various sources. Next, data reduction was carried out to compile and tidy up the data, enabling the simplification of information so that it could be organized systematically (Miles, Huberman, & Saldana, 2018). Data presentation was the next step, where the result of data reduction was expressed and presented in an easy-to-understand format. This process involves presenting significant findings from the research, including comparisons and links between data. Finally, the verification and conclusion drawing stage helps to ensure the validity of the findings and concludes the research results by referring to the findings that have been presented. Thus, this research is expected to provide a comprehensive insight into the effectiveness and impact of child-friendly school programs in several schools assisted by the Sidoarjo Branch of the Ma'arif Nahdlatul Ulama Educational Institution. The results of this study are also expected to provide a strong basis for policy recommendations and improvements at the school and local government levels, as well as a meaningful contribution to the development of child-friendly education in Indonesia.

3. FINDINGS AND DISCUSSION

FINDINGS

Child-Friendly School Planning

Based on the results of interactions with five informants from MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, Madrasah Tsanawiyah NU Sidoarjo, and Taruna Tarik Vocational High School, as well as through the examination of supporting documents, it was found that child-friendly school planning in schools assisted by the Branch Management of Ma'arif Nahdlatul Ulama Education Institution Sidoarjo is a process that involves all school parties in developing implementation indicators by the eight national education standards. The eight standards include content standards, process standards, graduate competency standards, educator and education personnel standards, infrastructure standards, management standards, financing standards, and educational assessment standards. In developing indicators of child-friendly school implementation, these schools focus on aspects of children's interests, child protection-based curriculum, elimination of discrimination, and prevention of violence. Priority is also given to fulfilling children's rights, implementing PAIKEM-based learning, channeling children's talents and interests, serving children's needs, creating a safe and comfortable environment, and providing space for children's participation. These aspects form the basis of child-friendly school planning to create an educational environment that supports children's holistic development and well-being.

Organizing Child Friendly Schools

Based on the results of interactions with five informants from MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, Madrasah Tsanawiyah NU Sidoarjo, and Taruna Tarik Vocational High School, as well as through the examination of supporting documents, it was found that the organization of child-friendly schools in schools assisted by the Branch Management of the Ma'arif Nahdlatul Ulama Educational Institution in Sidoarjo is carried

out through the formation of an executive committee, which is determined by the school principal through a decree. The structure of the child-friendly school implementation committee consists of various positions, including the supervisor (the head of the education office), the person in charge (the principal), the chief executive, the deputy chief executive, the secretary, the treasurer, the supervision of child-friendly learning implementation, the health and environmental supervision, the coordination and socialization, and the monitoring and evaluation team. With the establishment of this structure, the school ensures that every aspect and function related to child-friendly schools is well-integrated to create a conducive and supportive learning environment for children's development.

Implementation of Child-Friendly School

Based on the results of interactions with five informants from MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, MTs NU Sidoarjo, and SMK Taruna Tarik, as well as through examination of supporting documents, it was found that one aspect of the implementation of child-friendly schools in schools assisted by the Branch Management of the Ma'arif Nahdlatul Ulama Educational Institution Sidoarjo is through learning activities outside the classroom, known as "Outdoor Classroom". This approach creates a fun and non-monotonous learning experience for children. Engaging them in activities in the school gazebo, central courtyard, and around the school environment enhances social interaction and direct understanding of the surrounding environment. Activities such as drawing objects, watching demonstrations, discussions, creating art, reading poetry, analyzing plants, and making lab reports are some examples of activities carried out in the Outdoor Classroom. This approach aims to provide a holistic learning experience that is not only limited to the classroom but also broadens children's horizons through direct interaction with the environment around the school.

Supervision of Child-Friendly Schools

Based on the results of interactions with five informants from MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, MTs NU Sidoarjo, and SMK Taruna Tarik, as well as through the examination of supporting documents, it was found that supervision in schools assisted by the Sidoarjo Branch of the Ma'arif Nahdlatul Ulama Educational Institution on the implementation of child-friendly schools is carried out regularly by all school parties, including principals, teachers, and guidance and counseling teachers. This involves monitoring various school activities, including learning, extracurricular, and spiritual activities. The approach to supervision includes coaching, appeals, reprimands, socialization, and educational punishments. In addition, supervision of student activities also involves the use of various tools, such as appeal boards, prayer monitoring books, extracurricular activity monitoring books, imtaq late cards, and violation records. This holistic approach aims to create a safe and supportive environment for children's development, ensure compliance with child-friendly school principles, and provide positive direction for all school members.

The Role of Principals, Teachers, Parents, and Outside Parties in the Child-Friendly School Program

Based on the research findings related to the roles of school principals, teachers, parents, and outsiders in the implementation of child-friendly school programs in schools assisted by

the Branch Management of the Ma'arif Nahdlatul Ulama Education Institution Sidoarjo from 5 informants, school principals have the responsibility of creating a child-friendly school program framework, providing supporting facilities, improving supporting aspects, and monitoring and evaluating program implementation. Teachers have a role in developing lesson plans with child-friendly school indicators, guiding students with below-average abilities, and providing and checking facilities at school. Parents are expected to support the child-friendly school program and participate in the socialization organized by the school. Meanwhile, external parties, such as DSP3AP2KB in the field of Women's Empowerment and Child Protection, are responsible for providing socialization, guidance, and workshops related to child-friendly schools. Through the collaboration of various parties, it is expected that the child-friendly school program can be implemented effectively.

DISCUSSION

Child-friendly School Planning

Based on the results of interactions with five informants from MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, MTs NU Sidoarjo, and Taruna Tarik Vocational High School, as well as through the examination of supporting documents, it was found that child-friendly school planning in schools assisted by the Branch Management of Ma'arif Nahdlatul Ulama Education Institution Sidoarjo is a strategic step taken through a meeting with all school parties. At the meeting, indicators of child-friendly school implementation were created and integrated into the eight national education standards. These standards include content, process, graduate competencies, educators and education personnel, infrastructure, management, financing, and educational assessment. The indicators have a main focus on the interests of children, a curriculum based on child protection, without discrimination and violence, fulfillment of children's rights, and a PAIKEM-based learning approach. According to (Khikmah, Sunandar, & Yuliejantiningsih, 2019), planning is a current decision for a future program. In the context of child-friendly schools, planning is the responsibility of top managers and all parties involved. Zulkarnain (2016) adds that planning activities include needs analysis and program preparation as a strategy to achieve predetermined goals.

The planning process begins with a meeting with all school parties, which then produces indicators of child-friendly school implementation. According to the Indonesian Child Protection Commission, child-friendly school planning involves concrete steps, such as socialization of the fulfillment of children's rights and child protection in collaboration with the KLA Task Force, child consultation to map the fulfillment of children's rights, commitment from the principal, committee, parents, and students to develop child-friendly schools, and the formation of an implementation team in charge of coordinating the development, socialization, implementation, and evaluation of child-friendly schools. By referring to theory and practice, it can be concluded that the planning of child-friendly schools in schools assisted by the Branch Manager of the Ma'arif Nahdlatul Ulama Educational Institution in Sidoarjo illustrates directed and planned steps. In involving all parties, joint meetings are the main forum for determining implementation indicators that are aligned with national education standards. The focus on children's interests, protection-based curriculum, and innovative learning approaches demonstrate a commitment to creating a conducive and safe learning environment for children's optimal development.

In the context of the theory described, child-friendly school planning can be a solid foundation for realizing the development goals of inclusive, child-friendly, and child-rights-based education (Qulyubi, Leksono, & Khori, 2023; Yordan & Fahyuni, 2021). As a planned strategy, this plan not only covers academic aspects but also upholds human values, equality, and justice in education. This is in line with the vision of education that prioritizes character building, fulfilling children's rights, and, creating a positive and inclusive learning environment.

Organizing Child-Friendly Schools

The stage after planning, namely organizing, is the process of arranging and allocating work among organizational members to achieve goals effectively and efficiently. (Mulyasa, 2003) states that organizing involves dividing work into smaller tasks, assigning tasks according to individual abilities, allocating resources, and coordinating to achieve goals effectively.

Based on the results of interactions with five informants from MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, MTs NU Sidoarjo, and SMK Taruna Tarik, as well as through the examination of supporting documents, it was found that organizing in schools assisted by the Branch Board of Ma'arif Nahdlatul Ulama Educational Institution in Sidoarjo is realized through the formation of a child-friendly school implementation committee, which is determined by the principal through a decree. The composition of the child-friendly school implementation team in this school, as described by the Deputy for Child Growth and Development of the Ministry of Women's Empowerment and Child Protection (2015), is almost the same as the composition of the implementation team in the school assisted by the Ma'arif Nahdlatul Ulama Education Board Sidoarjo Branch, consisting of various roles, including the supervisor (Head of the Education Office), the person in charge (Principal), the chief executive, the deputy chief executive, the secretary, the treasurer, the field of supervision of the implementation of child-friendly learning, the field of health and environmental supervision, the field of coordination and socialization, and the field of monitoring and evaluation team.

The importance of this organization in the context of child-friendly schools is to create a clear and coordinated structure to oversee the overall implementation of the program. The school principal as the coach has a strategic role in setting the direction and goals, while the person in charge and the chief executive are responsible for the day-to-day implementation (Brooks & Ezzani, 2022). Meanwhile, other positions, such as secretary and treasurer, support the smooth administration and management of funds. The roles of child-friendly learning supervision, health and environmental supervision, coordination and socialization, and monitoring and evaluation teams reflect a commitment to ensuring that key aspects of child-friendly schools are continuously monitored and improved. With good organization, schools can implement the program more purposefully and effectively (Estiani & Hasanah, 2022).

Based on theoretical understanding and practice in the field, the organization of child-friendly schools in the schools assisted by the Branch Management of the Ma'arif Nahdlatul Ulama Educational Institution in Sidoarjo illustrates concrete steps that support efficiency and effectiveness. This organization is not only a regulator of program implementation but also bridges various functions and responsibilities to achieve program goals. In addition, the

composition of the team that covers various fields reflects the comprehensiveness of attention to important aspects of the child-friendly school concept.

Child-friendly School Implementation

Implementation is the process of stimulating organizational personnel to carry out tasks with enthusiasm and goodwill to achieve goals with passion. Through this implementation, a leader creates commitment and encourages efforts that support the achievement of organizational objectives (Eva, Robin, Sendjaya, van Dierendonck, & Liden, 2019). Implementation is an effort to mobilize group members in such a way that they desire and strive to achieve the goals set together.

Based on the results of interactions with five informants from MI NU KH Mukmin, MI NU Pucang, and MI Darun Najah Sukodono, MTs NU Sidoarjo, and SMK Taruna Tarik, as well as through the examination of supporting documents, it was found that one of the implementation of child-friendly schools in schools assisted by the Branch Management of the Ma'arif Nahdlatul Ulama Educational Institution Sidoarjo is learning activities outside the classroom (Outdoor Classroom). One-day learning activities in the classroom reflect child-friendly learning because learning outside the classroom will produce a pleasant learning atmosphere, not monotonous, and children can interact and see events directly in the field so that children will become more familiar with their environment. Learning activities outside the classroom are carried out in the school gazebo, school center yard, and around the school environment. Activities carried out in the Outdoor Classroom include drawing objects, paying attention to demonstrations, and discussions, making art, reading poetry, analyzing plants, and making lab reports. According to (Karanto, Aprilianto, & Rofiq, 2024), learning outside the classroom is an effort to increase children's learning capacity. Children can learn more deeply through objects encountered than if learning in a classroom that has many limitations.

Based on the explanation above, the theory has been presented. So it can be concluded that the implementation of child-friendly schools is one of the learning activities outside the classroom which is carried out in the school gazebo, the school center yard, and around the school environment (Huda & Rokhman, 2021; Kartiko, Rokhman, Priyono, & Susanto, 2024). Activities in the Outdoor Classroom include drawing objects, paying attention to demonstrations, and discussions, making art, reading poetry, analyzing plants, and making lab reports.

Supervision of Child-Friendly Schools

Supervision, according to (Rokhman, Usman, Usman, Kassim, & Muslihun, 2023), is a process that aims to maintain and evaluate whether the implementation of work is by the objectives and plans that have been set. This process also serves to detect deviations in the implementation of work to take corrective action. In the context of child-friendly schools in schools assisted by the Sidoarjo Ma'arif Nahdlatul Ulama Education Institution Branch Management, supervision is carried out regularly involving all school parties, including principals, teachers, and counseling guidance. Supervision of school activities, such as learning, extracurricular activities, spirituality, and other activities, is the main focus of this process. Supervision activities are carried out through various methods, such as coaching,

appeals, reprimands, socialization, and educational punishments. This approach ensures that all aspects of child-friendly school activities are maintained by the established principles.

An emphasis on monitoring student activities is also an integral part of this process. These supervision measures include appeal boards, prayer monitoring books, extracurricular activity monitoring books, *imtaq* late cards, and violation records. Thus, the school can monitor student behavior and participation in more detail. According to the theory that has been explained, supervision is the last step taken by managers or authorities to ensure that everything in the organization runs according to predetermined standards. In the context of child-friendly schools, the supervision carried out in schools assisted by the Branch Management of the Ma'arif Nahdlatul Ulama Education Institute Sidoarjo covers various aspects of school life, ensuring that the desired educational values are realized in every activity. Based on this explanation, it can be concluded that the supervision of child-friendly schools in schools assisted by the Branch Manager of the Ma'arif Nahdlatul Ulama Educational Institution in Sidoarjo is carried out periodically and involves all school parties. The supervision process is not only controlled but also provides a coaching and educational approach to achieve optimal child-friendly school goals. The supervision system that involves various tools and methods is an important instrument in maintaining the quality and sustainability of child-friendly school programs in the educational environment.

The Role of Principals, Teachers, Parents, and External Parties in the Child-Friendly School Program

A role is the behavior expected by a person or group of people towards someone who has a certain status or position. In the context of implementing child-friendly schools in the schools assisted by the Sidoarjo Ma'arif Nahdlatul Ulama Education Institution Branch Management, the roles of principals, teachers, parents, and outsiders are crucial to the success of this program. The principal has the main role in designing the child-friendly school program. His responsibilities involve providing facilities to support the program, improving aspects that support the sustainability of child-friendly schools, and monitoring and evaluating program implementation (Fitriyana, Astuti, Rahman, Werdiningsih, & Idrus, 2023). Thus, the principal is not only an administrator but also an active leader in supporting the concept of child-friendly schools. Teachers also have a very important role in implementing the child-friendly school program. Teachers' tasks are not only limited to preparing lesson plans but also include guiding children with below-average abilities, providing facilities, and ensuring the availability of facilities at school. Teachers also act as facilitators and motivators, as well as accompanying and fostering the implementation of the child-friendly school program with the principal. Through this role, teachers are not only teachers but also mentors who shape a positive learning environment. The role of parents in the implementation of child-friendly schools.

Parents' involvement is very important and they are expected to always support programs related to child-friendly schools. The presence of parents in the socialization of child-friendly school programs organized by the school is one form of their participation. Parental support strengthens the bond between the school and family environment, creating a mutually supportive partnership for children's development. External parties, such as the Ministry of Women's Empowerment and Child Protection (KPPPA), have a role in providing socialization in child-friendly schools. In this case, DP3AP2KB in the field of Women's

Empowerment and Child Protection also contributes to providing understanding and support for child-friendly school programs in schools assisted by the Sidoarjo Branch of the Ma'arif Nahdlatul Ulama Education Institute.

Child abuse can manifest in the form of physical and psychological abuse, with serious repercussions for the victim. Physical child abuse involves physically damaging actions, such as torture and abuse, which can cause physical harm to the child's body. Cases of brawls between students in Bandar Lampung City, juvenile delinquency, as well as acts of violence and lawlessness by teenagers who are members of motorcycle gangs, are concrete examples of physical violence that occur in society. Other examples include a case of mistreatment by a student in Riau against his friend. A video showing a helpless junior high school student being bullied and abused by his friend in Cimanggu sub-district, Cilacap, Central Java, illustrates how serious this problem is. Physical violence can result in damage to students' organs, such as bruises and wounds, leaving a traumatic impact. It is important to remember that victims of physical violence often carry a heavy psychological burden. Students who experience corporal punishment tend to carry the experience into their family environment, creating a cycle of violence that can reinforce destructive behavior. Therefore, prevention of child physical abuse should be a priority, involving schools, families, and communities to create a safe and supportive environment for children to thrive. Education on the impact and consequences of violence needs to be increased while continuing to encourage law enforcement to ensure justice for victims.

Child psychological abuse involves actions that can cause serious psychological harm, including fear, loss of confidence, loss of ability to act, helplessness, and severe psychological suffering. This type of violence can be encountered in school settings, including cases of exclusion, rejection, neglect, humiliation, rumor spreading, name-calling, intimidation, terror, public humiliation, and extortion. Incidents of psychological abuse, such as exclusion and rejection, can create an unsafe environment and be detrimental to a child's mental well-being. Psychological abuse can result in negative impacts such as depression, violent thoughts, and potentially even increased risk of suicide, anxiety, low self-esteem, and other psychological problems (Khusaini, Hariri, Pratama, & Rahmatan, 2022; Kustati, Kosim, Sermal, Fajri, & Febriani, 2024). Cases of bullying in schools, for example, can create an environment that is not conducive to children's learning and positive development. Psychological abuse can also create prolonged trauma and have a long-term impact on a child's mental health.

Referring to the theory, it can be concluded that principals, teachers, parents, and outsiders have their respective roles in implementing child-friendly school programs. The principal's role involves providing facilities, improving infrastructure and facilities, as well as monitoring and evaluating the program. Teachers play a key role in preparing lesson plans, guiding, providing facilities, and assisting in the implementation of the program. Parents play a role by participating in the program socialization and providing full support for all child-friendly school program activities. External parties, such as DP3AP2KB in the field of Women's Empowerment and Child Protection, also play a role in providing socialization and support for this program. In implementing child-friendly schools, collaboration between principals, teachers, parents, and external parties is key to success. Each role has a significant impact on the school atmosphere and child development. Therefore, involving all parties in an active and coordinated manner is an effective strategy to achieve the goals of child-friendly

schools in the schools assisted by the Branch Manager of the Ma'arif Nahdlatul Ulama Education Institute in Sidoarjo.

4. CONCLUSION

The conclusion of this study reveals the implementation of a child-friendly school program in schools assisted by the Sidoarjo Ma'arif Nahdlatul Ulama Education Institution Branch Management through several main findings: Planning: Involving meetings with all school parties to develop indicators of child-friendly school implementation, which are integrated into the eight national standards of education. Organizing: Formation of an implementation team with a clear structure responsible for the supervision, health, environment, monitoring, and evaluation of child-friendly school programs. Implementation: Learning activities are conducted outside the classroom (Outdoor Classroom) to create a fun and interactive learning atmosphere, using facilities such as the gazebo and schoolyard. Monitoring: Carried out periodically by all school parties with an approach that includes coaching, reprimands, socialization, and educational punishments. Supervision instruments include the appeal board, monitoring book, and IMTAQ card. Principal's role: Includes programming, providing facilities, supporting improvements, and monitoring and evaluation. Teachers play a role in making lesson plans, guiding students with below-average abilities, and providing supporting facilities.

Through the explanation above, this research has a significant impact on the research subjects, the academic world, and future research opportunities. The implications can be felt by the research subjects in the context of a deeper understanding of the topic under study. On the academic side, this research contributes to expanding the scope of knowledge and becomes a valuable reference source. In addition, the findings of this study also open up opportunities for further research to explore certain aspects that may not have been fully revealed.

Conflicts of Interest:

This research was conducted independently by the researchers and there is no conflict of interest, only the intention for research.

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