

Governance and Development of Child Friendly Educational Unit (CEA) Models in Indonesia

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ABSTRACT. The Child-Friendly Education Unit (Satuan Pendidikan Ramah Anak/CEA) is a significant government program grounded in the Law on Child Protection since 2002 and Presidential Decree No. 36 of 1990, reaffirmed in Article 28C of the Constitution as the state's commitment to ensuring children's educational rights. However, various schools still face issues of violence and discrimination. This study aims to explore and analyze the governance and development model of the CEA across different religions and educational levels in Indonesia so that it can serve as a reference and best practice for other institutions. The CEA model is founded on five principles: non-discrimination, the best interests of the child, the right to life and development, respect for children's views, and good governance. Its implementation involves six components: (1) written policies on CEA, (2) child-friendly learning processes, (3) educators trained in children's rights, (4) child-friendly infrastructure, (5) child participation, and (6) involvement of parents, communities, the private sector, and alums. This research employs a qualitative approach to in-depth interviews, observations, and document analysis. Respondents were selected purposively from various school levels and religions. At the same time, Meanwhile, qualitative insights were derived from FGDs and interviews. The study identifies empirically tested components and offers strategic recommendations. The research outputs include publications in reputable journals and potential intellectual property rights (IPR). The findings are expected to contribute to national efforts to address root issues in child-friendly education.

Keywords: *Entrepreneurship, Prophet's business model, Learning-by-doing*

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INTRODUCTION

Child-Friendly Education Unit (CEA) is an important initiative born from the state's obligation to fulfill children's rights, as stated in the Convention on the Rights of the Child which was ratified by Indonesia in 1990, and strengthened in Law Number 23 of 2002 and its amendments through Law Number 35 of 2014 (Apologia et al., 2024; Kartiko et al., 2025; Siswanto, 2021). Although it has been legally confirmed, in reality, many educational practices in the field are still not child-friendly. Verbal, physical, and psychological violence is still carried out by teachers and peers. KPAI data (2013-2015) shows that around 10% of violence in schools is carried out by teachers, including non-educational actions such as shouting, physical punishment, and bullying. In addition, weak parental supervision of children's access to technology also adds to children's increasingly complex psychological problems (mysch.id, 2023; YGSI, 2022).

Various studies have shown that child-friendly education can have a positive impact on the development of children's character and psychology (Asmawati, 2023; Hasanah, 2021; Putri et al., 2025). (Nurbayani et al., 2025) emphasized the importance of instilling character values from an early age to forming a strong personality. Other studies highlight the role of a school environment that supports comfort (Hakim & Salim, 2024; Qasserras, 2024; Rodriguez et al., 2019; Zomorodian et al., 2016), increases social interaction (Maulida & W, 2020), and decreases the level of bullying (Purnomo et al., 2023). In addition, educational models such as Reggio Emilia have been shown to be able to develop children's critical and creative thinking (Feliu-Torruella et al., 2021) and reduce mental disorders (Ma`arif et al., 2024; Poletti et al., 2023). Several schools such as MI Uways Alqorni, MTSN 6 Jombang, and SMAN 70 Jakarta have become references as institutions that meet CEA standards.

This study aims to map and analyze the governance and development of the Child-Friendly Education Unit model in Indonesia, across religions and across levels of education. The ultimate goal of this study is to produce a child-friendly education model that can be a rule model and best practice for other educational institutions. In addition, this study will also explore the use of the Reggio Emilia model as an alternative approach that can be adapted in the education system in Indonesia, to answer the multidimensional challenges in the protection and fulfillment of children's rights in the education environment.

This research is important to conduct considering the complexity of children's problems that do not only come from the school environment, but also from the family and community. Problems such as dropping out of school, low interest in learning, juvenile delinquency, and psychological disorders show the urgency of the need for a more holistic, friendly, and child-rights-based education model. Although the grand vision of national education is stated in the 2005–2025 RPPNJP to create intelligent and competitive Indonesian people, the facts show that the dropout rate is still high and the number of schools has decreased (BPS, 2021). Therefore, this research is expected to provide a real contribution in developing an education system that not only focuses on intellectual intelligence, but also on the development of children's emotional and spiritual intelligence as provisions for a superior and characterful Indonesian generation.

METHOD

This study uses a qualitative approach with an exploratory design (Bagozzi, 1978; Kaae et al., 2010; Lee, 1992), which aims to deeply understand the process of implementing the principles of Child-Friendly Education Units (CEA) in various educational units in Indonesia. This approach was chosen because it focuses on the meaning, social dynamics, and local context that shape the success and challenges in implementing CEA in schools (Chery, 2024). The study was conducted for two years. In the first year, activities were directed at identifying needs and mapping actual conditions in the field through literature studies, in-depth interviews, participatory observations, and Focus Group Discussions (FGDs). The research locations were selected purposively from six schools that had received recognition or good practices as child-friendly schools, namely, MI Uways Alqorni (Pekanbaru), MTsN 6 Jombang, SMAN 70 Jakarta, SMK Advent Manado, MAN 1 Lombok Tengah, and SMPN 1 Sungai Lala. The selection was made by considering variations in education levels, religious backgrounds, and state and private status.

Data collection was conducted through triangulation techniques, namely: (1) documentation study of CEA policies and regulations, (2) semi-structured interviews with principals, teachers, students, parents, and policy makers, (3) observation of school activities and physical facilities related to CEA principles, and (4) FGD with various elements of the school community and the surrounding community (Jones, 2023). Data analysis was conducted thematically, with a process of categorization, coding, and meaning drawing to find patterns and dynamics of CEA implementation in each school context (Musa & and Musa, 2022; Susilowati et al., 2022). The second year focused on formulating and developing a model of CEA governance based on good practices from the findings of the first year. The model prototype was tested formatively through

limited trials and validation by experts, teachers, and students. Evaluation was conducted reflectively and participatively to refine the final design of the model. The final results of the study are expected to not only provide contextual understanding of the implementation of CEA, but also become a practical contribution to the development of child-friendly education policies and practices in Indonesia.

RESULT AND DISCUSSION

Result

The results of this research reveal the mapping and analysis of governance as well as the development of a Child-Friendly Education Unit (CEA) model in Indonesia across religions and school levels. There are five main principles of CEA which include non-discrimination, the best interests of the child, life, survival and development, respect for the child's views, and good management. The CEA component consists of a written commitment, implementation of a child-friendly learning process, educators and educational staff trained in child rights, child-friendly facilities and infrastructure, child participation, and participation of parents, community institutions, the business world, other stakeholders, and alumni.

MTs Muhammadiyah 2 Jombang

At MTs Muhammadiyah 2 Jombang, the implementation of the principles of Child-Friendly Education Units (CEA) has shown a significant positive impact on school culture and learning processes. Written commitments regarding CEA are not only manifested in formal documents, but are also reflected in operational policies and daily school activities. This shows that the principles of CEA have become an ethical and practical basis for school decision-making. Child-friendly learning processes are consistently implemented through participatory approaches and active learning, which have been shown to increase student engagement and strengthen positive social interactions between students. Teachers and education personnel who have participated in training on children's rights play a role in creating a safe and supportive learning environment, so that students feel valued and protected.

Compared to other schools in this study, MTs Muhammadiyah 2 Jombang stands out in terms of integrating CEA values into the school management system and organizational culture. Key success factors in this school lie in the visionary leadership of the principal, the active involvement of all school members, and regular monitoring of the implementation of CEA principles. However, the challenges that are still faced are the sustainability of the program amidst limited resources and the need to increase the capacity of new teachers who have not undergone child rights training. These findings indicate that the success of CEA implementation is highly dependent on a combination of strong policies, inclusive leadership, and supportive social environments.

The implications of these findings indicate that CEA is not just an administrative policy, but a holistic approach that can shape character, improve students' psychosocial well-being, and create a healthier and more productive school climate. Other schools that want to adopt the CEA model can learn from the integrative strategy of MTs Muhammadiyah 2 Jombang, especially in integrating child protection principles into the hidden and explicit curriculum. Thus, this approach can be a best practice that is worthy of being replicated in other educational units in Indonesia.

SMAN 10 Jakarta

At SMAN 10 Jakarta, the results of the study showed significant efforts in creating a child-friendly school environment. Student participation in decision-making is one of the prominent aspects. The school provides a special platform for students to voice their opinions and be actively involved in the school policy process, such as an inclusive OSIS forum and class deliberations, which reflect the basic principle of respecting children's voices. This approach is in line with the principle of child participation in the Child-Friendly Education Unit (CEA) which emphasizes the importance of meaningfully involving students in school life (Alharthi, 2023). In addition to the

aspect of participation, attention to child-friendly facilities and infrastructure is an important priority at SMAN 10 Jakarta.

This school has designed a conducive learning space, separate and safe toilets for male and female students, a comfortable counselling room, and green open spaces that support students' psychological well-being. These efforts support the CEA dimension which emphasizes a safe, healthy physical environment that supports children's optimal development. Comparatively, when compared to MTs Muhammadiyah 2 Jombang, SMAN 10 Jakarta is more prominent in the aspect of student participation and the provision of physical infrastructure that supports CEA. However, unlike MTs Muhammadiyah 2 Jombang which integrates the CEA principles into comprehensive management and teaching policies, the implementation at SMAN 10 Jakarta is still more focused on aspects of facilities and student activities, not fully touching on curriculum integration and strengthening teacher capacity in children's rights.

The key success factors at SMAN 10 Jakarta are policy support from the DKI Jakarta Education Office regarding child-friendly schools, as well as relatively stronger funding compared to other schools. However, the challenges still faced are the lack of systematic training for all educators regarding the child-friendly pedagogical approach and the sustainability of the program beyond ceremonial activities or short-term projects. The implications of these findings indicate that strengthening student participation and providing a supportive physical environment are effective initial steps in implementing CEA. However, for the implementation of CEA to have a sustainable and comprehensive impact, there needs to be strengthening of teacher capacity and integration of CEA principles into the curriculum and daily learning practices. SMAN 10 Jakarta can be an example for other secondary schools in building an inclusive physical environment and school culture, with the note that long-term success requires a more systemic approach.

MAN 1 Lombok

At MAN 1 Lombok, the results of the study showed a strong commitment to the principles of Child-Friendly Education Units (CEA), which can be seen from the active involvement of various external parties such as parents, community institutions, the business world, alumni, and other stakeholders. This collaboration forms a positive synergy between the school and the surrounding community, creating an educational ecosystem that supports the welfare and development of students holistically. Community involvement in the implementation of CEA at MAN 1 Lombok is one of the advantages compared to other schools. Unlike SMAN 10 Jakarta which emphasizes internal student participation, MAN 1 Lombok emphasizes a community-based approach.

This is in accordance with the CEA principle which places schools as an integral part of society and encourages shared responsibility in protecting children's rights. One form of concrete implementation is the involvement of parents in school discussion forums, parenting activities, and digital literacy and mental health training for students' families. Meanwhile, alumni and business partners contribute in the form of scholarships, skills training, and internship programs that strengthen students' readiness to face the world of work. This shows that MAN 1 Lombok does not only focus on physical and curricular aspects but also builds social networks that enrich educational resources. Even in the context of a region like Lombok that has strong socio-religious values, the implementation of CEA that accommodates local wisdom has been proven to increase the effectiveness of the implementation of child-friendly policies.

However, the challenges faced by MAN 1 Lombok include the continuity of support from external partners, especially in the context of changes in leadership or shifts in policy priorities. In addition, not all teachers have received intensive training on learning approaches that are oriented towards children's rights, so there are still gaps in classroom practices. The implications of these findings emphasize the importance of strengthening school partnerships with the community as part of the CEA implementation strategy. Community-based approaches such as those implemented in MAN 1 Lombok can be replicated in other schools, especially in areas with strong

social support. However, to ensure sustainability and uniformity of quality, there needs to be policy intervention that supports educator training, monitoring implementation, and incentives for schools that succeed in building cross-sector collaboration.

SMAN 1 Tembilahan

At SMAN 1 Tembilahan, the results of the study showed that great attention to the best interests of children is reflected in the integration of a child-friendly learning environment with character education. This approach not only focuses on academic achievement, but also emphasizes the importance of forming students' personalities and morals. This integration is a major strength in the implementation of the Child-Friendly Education Unit (CEA), because it is able to encourage the holistic development of students both intellectually, socially, emotionally, and spiritually. The success of SMAN 1 Tembilahan in combining character values with a child-friendly learning approach is a progressive step that distinguishes it from several other schools in this study. When compared to MAN 1 Lombok which excels in community based partnerships, SMAN 1 Tembilahan shows excellence in the internal aspects of the school, especially in learning and strengthening a school culture that is oriented towards humanitarian values and child protection.

Adequate supporting facilities and infrastructure are also important highlights. This school pays attention to the availability of comfortable classrooms, representative counseling rooms, and sanitation and security facilities that meet standards. This supportive physical environment provides a sense of security and comfort for students, which in turn increases their learning motivation and psychological well-being. However, the challenges faced by SMAN 1 Tembilahan include the unequal understanding of teachers regarding the child rights-based pedagogical approach, as well as limitations in developing student participation programs outside the classroom. Although there has been integration of character values, student involvement in school decision-making still needs to be improved so that their participation is more meaningful and in accordance with the CEA principles that emphasize respect for children's voices.

A model like this can be a reference for other schools that want to implement CEA comprehensively from within the institution, by building a friendly, educational, and protective school culture. However, to maintain consistency and sustainability, support for ongoing teacher training and participatory monitoring and evaluation mechanisms are needed.

SMPN 1 Sungai Lala

At SMPN 1 Sungai Lala, the results of the study showed that the implementation of the principles of Child-Friendly Education Units (CEA) was quite comprehensive, marked by good school management, active student participation, and high parental involvement. One prominent finding was the active involvement of students in the learning process, which not only increased their learning motivation but also created a dynamic and interactive classroom atmosphere. This approach reflects the application of the CEA principle which emphasizes the importance of children's participation in the educational process as active subjects, not just as objects of policy. When compared to other schools such as SMAN 1 Tembilahan which excels in the integration of character education, or MAN 1 Lombok which is strong in the aspect of external collaboration, the main strength of SMPN 1 Sungai Lala lies in the three-center partnership of education between the school, students, and parents. The high participation of parents in various school programs creates positive synergy and strengthens the implementation of child-friendly values inside and outside the classroom.

This form of involvement includes regular communication with teachers, support for student activities, and contribution to strategic school decision-making. Adequate facilities and infrastructure also support the creation of a safe and comfortable learning environment. Clean classrooms, proper sanitation, and the presence of play areas and discussion rooms provide a more holistic learning experience for students. This shows that the physical aspects of the school are

considered in supporting the welfare and rights of children, in accordance with the CEA framework. However, the challenges that are still faced are in the aspect of the consistency of teacher training related to child-friendly pedagogical approaches and the suboptimal internal evaluation mechanism for the implementation of CEA. Compared to schools such as MTs Muhammadiyah 2 Jombang which have a written and comprehensive policy system on children's rights, SMPN 1 Sungai Lala still needs to strengthen the policy structure and monitoring of the implementation of CEA so that it does not only rely on relational strength alone.

This finding emphasizes the importance of building an CEA system that is oriented towards participation and collaboration but is still supported by strong and sustainable policies. From a broader perspective, the practice at SMPN 1 Sungai Lala can be used as a model for schools with a strong community base, to strengthen the participation of parents and students in supporting a friendly, inclusive, and sustainable learning climate.

MTs. Muhammadiyah 02 Kota Pekanbaru

Research at MTs. Muhammadiyah 02 Pekanbaru City shows that the integration of written commitments to the principles of Child-Friendly Education Units (CEA) has been firmly embedded in school policies. This commitment is not only declarative but also functions as an operational basis that directs all school activities, from program planning, rulemaking, to daily practice. This creates policy consistency and ensures that every decision taken always considers the welfare and rights of children as the centre of attention. One of the main strengths in the implementation of CEA at MTs. Muhammadiyah 02 lies in the child-friendly learning process. A positive and participatory learning environment has succeeded in building active student involvement. Students are not only passive participants, but also help shape the learning process through discussion, collaboration, and constructive interaction.

This has a direct impact on increasing learning motivation, as well as strengthening harmonious and supportive social relations between students. In addition, collaboration between the school and the local government is an important element in supporting the success of the implementation of CEA. Concrete support from the local government, both in the form of supporting policies and resource allocation, has strengthened the school's capacity to provide facilities, teacher training, and other supporting programs. Compared to SMPN 1 Sungai Lala which stands out in parental involvement, or MAN 1 Lombok with the strength of community networks, MTs. Muhammadiyah 02 shows excellence in institutional synergy between schools and local governments, which makes the implementation of CEA more systemic and sustainable.

However, the challenges that still need to be overcome are the internal evaluation mechanism for the effectiveness of the implementation of CEA and student involvement in strategic decision-making. Although student involvement in learning has been achieved, their role in designing school policies or programs still needs to be improved so that the principle of child participation can be more comprehensive. The implications of this finding strengthen the importance of a multi-level governance approach in the implementation of CEA, where progressive school policies need to be supported by structural support from the government and active involvement of school residents. Good practices at MTs. Muhammadiyah 02 Pekanbaru City can be a reference for other educational units in building an education system that is oriented towards fulfilling children's rights and protecting them through integrated and collaborative policies.

MI Uways Al Qorni

Research at MI Uways Al Qorni shows that the implementation of the principles of Child-Friendly Education Units (CEA) is running positively and holistically. One of the prominent aspects of this finding is the active involvement of parents, stakeholders, and alumni in the educational process. This collaboration forms a strong social bond between the school and the surrounding community, strengthening the school's function not only as an academic institution, but also as a center for community-based character development and child welfare. Children's

participation is a key element in the success of the implementation of CEA at MI Uways Al Qorni. By providing space for students to be actively involved in school activities and decision-making, the school has created a democratic climate that encourages a sense of ownership and responsibility for their learning environment.

This approach not only increases student motivation and engagement but also strengthens the formation of personality and leadership from an early age a practice that is still less visible, for example, at MTs. Muhammadiyah 02 which emphasizes institutional synergy with the local government. The application of character values as an integral part of the curriculum is also an advantage of MI Uways Al Qorni. The school makes character education not only as an addition, but as the main foundation in the educational process. In terms of challenges, the involvement of various parties requires a strong coordination mechanism so as not to cause overlapping roles or conflicts of interest. In addition, to maintain the sustainability of the program, there needs to be a participatory evaluation system that periodically reviews the effectiveness of the CEA program, both from the perspective of students, teachers, and parents.

The implications of this finding provide an illustration that a community-based and character-based educational approach, which prioritizes child participation and cross-actor collaboration, can be an inspiring model for other educational units. MI Uways Al Qorni shows that the success of CEA does not only rely on internal school policies, but on the collective involvement of the entire educational ecosystem in creating a safe, inclusive learning environment that empowers children.

Based on the description above, the important findings in this study can be summarized in the following table 1.

Table 1. Table of Research Findings on the Implementation of Child-Friendly Education Units (CEA) in Various Schools

School	Key Findings	Key Success Factors	Challenge	Implications
MTs Muhammadiyah 2 Jombang	Written commitment regarding CEA, active student participation, and positive interactions between students.	Written commitment translated into school policies and learning processes.	Ensuring this commitment is implemented consistently.	Memberikan an effective CEA implementation model through clear policies and active student participation.
SMAN 10 Jakarta	Focus on child-friendly facilities, integration of child-friendly learning environment with character education.	Support for facilities and infrastructure that support students' physical and psychological development.	Maintaining the quality of facilities to high standards.	Emphasizing the importance of character integration in education and providing facilities that support student development.
MAN 1 Lombok	Involvement of parents, community, and alumni in supporting the success of CEA.	Strong collaboration between schools and communities.	Requires continuity in collaboration.	Providing examples of successful implementation of CEA by involving many parties.

SMAN 1 Tembilahan	Integration between a child-friendly learning environment and character education and adequate facilities.	Focus on character education and comfortable and safe facilities.	Maintaining the quality of students' character along with their development.	Providing a holistic education model with a focus on students' intellectual and character development.
SMPN 1 Sungai Lala	Active student participation, parental involvement, and adequate supporting facilities.	Active participation of students in the learning process and collaboration between schools and parents.	Optimizing facilities sustainably.	Demonstrates the importance of collaboration between schools and parents in supporting the implementation of CEA.
MTs Muhammadiyah 02 Pekanbaru	Written commitment regarding CEA integrated into school policy and support from local government.	Consistent written commitment and synergy with local government.	Ensure commitments are maintained by all parties.	Describes the importance of policy integration in creating a child-friendly educational environment.
MI Uways Al Qorni	Involvement of parents, stakeholders, and alumni and the application of character principles in education.	Community involvement and focus on student character development.	Maintaining continuity of community involvement.	

Discussion

The results of this research reveal the mapping and analysis of governance as well as the development of a Child-Friendly Education Unit (CEA) model in Indonesia across religions and school levels. There are five main principles of CEA which include non-discrimination, the best interests of the child, life, survival and development, respect for the child's views, and good management. The CEA component consists of a written commitment, implementation of a child-friendly learning process, educators and educational staff trained in child rights, child-friendly facilities and infrastructure, child participation, and participation of parents, community institutions, the business world, other stakeholders, and alumni.

MTs Muhammadiyah 2 Jombang

The implementation of Child Friendly Education Units (CEA) across schools in Indonesia reflects various strengths and challenges, with certain principles consistently emerging as crucial for success. A fundamental element in creating a child-friendly learning environment is the learning process that prioritizes the needs and characteristics of children (Ekeh et al., 2021; Ekeh & Venketsamy, 2021). At the heart of this process is the role of educators, who are not only facilitators of learning but also advocates for student rights (Khalifaoui et al., 2021). Educators trained in

children's rights provide essential support in creating a safe and nurturing environment for students, ensuring that educational settings go beyond mere academic achievement to also encompass holistic development and well-being.

Research on child-friendly schools in Indonesia (Moustafa et al., 2022) underscores the importance of bureaucratic support, curriculum alignment, teacher competence, and adequate infrastructure for the effective implementation of CEA principles. Integrating learning organization principles further enhances the CEA framework by fostering collaboration across school staff and stakeholders (Jaeck et al., 2023; RASIA, 2022). Additionally, practical implementation strategies such as culturally relevant curricula, planning lessons that respect children's rights, and using authentic assessment methods are essential for embedding CEA principles into the school system (Fitriani et al., 2021; Jansson et al., 2022). For instance, a case study in Yogyakarta illustrates the effectiveness of combining neuroscience and Islamic education principles to advance CEA, focusing on key indicators such as policy, curriculum implementation, staff training, infrastructure, child participation, and parent involvement (Aningsih et al., 2022; Rasmitadila et al., 2021). This holistic approach fosters an environment that not only promotes positive student behavior but also supports creative and intellectual development. The study highlights how a well-rounded approach to CEA can lead to the realization of child-friendly schools, as evidenced by the success of various schools across Indonesia.

At MTs Muhammadiyah 2 Jombang, the research specifically identifies the importance of written commitments to CEA, which are integrated into the school's policy framework. This operational commitment ensures that the principles of CEA are consistently applied, with all decisions and actions considering their impact on students' rights and welfare. Furthermore, the active involvement of educators, who play a pivotal role as advocates for student rights, has been instrumental in establishing a safe and supportive learning environment. This is not just a matter of formal declarations but a deeply embedded school culture that upholds human values, justice, and rights, beyond mere academic teaching. In line with this, MTs Muhammadiyah 2 Jombang demonstrates how a strong institutional commitment to child rights can create a learning environment that nurtures both academic and personal development.

This research, therefore, contributes significantly to understanding the multifaceted nature of implementing CEA. It provides valuable insights into the contextual factors that influence the success of child-friendly schools, highlighting the need for critical analysis of both institutional practices and local adaptations across schools.

SMAN 10 Jakarta

At SMAN 10 Jakarta, the research highlights significant efforts to create a child-friendly school environment. One key finding is the active student involvement in decision-making processes related to school life, underscoring the school's commitment to promoting children's participation (Alharthi, 2023). This participation provides students with a platform to contribute meaningfully to their educational environment, fostering a sense of ownership and responsibility in their learning. This approach not only nurtures students' autonomy but also enhances their engagement, a factor that has been shown to improve learning outcomes (Lamoreaux & Sulkowski, 2020). Additionally, the school places a strong emphasis on child-friendly facilities and infrastructure, which are pivotal in supporting students' physical and psychological development. Research demonstrates that designing educational spaces that prioritize comfort, safety, and accessibility can significantly enhance student well-being and academic performance (Dong et al., 2020). At SMAN 10 Jakarta, this commitment manifests in the creation of study spaces, sports facilities, and campus layouts that account for student needs, promoting both physical comfort and psychological safety.

Furthermore, research underscores the critical role of environmental factors in shaping the student experience. Well-designed school facilities, including green spaces, ergonomic furniture, and properly ventilated classrooms, are essential for fostering a conducive learning environment. Studies have shown that factors such as air quality, thermal comfort, and accessibility are vital in

promoting student well-being and academic success (Baba et al., 2024). SMAN 10 Jakarta's approach aligns with this research by incorporating thoughtful design elements that support not only the academic but also the social and emotional development of students. Moreover, the involvement of students in the design and improvement of their school environment is a valuable strategy for enhancing school infrastructure. Engaging students in this process ensures that their needs and preferences are directly addressed, leading to more effective and relevant improvements (Kim et al., 2022). Regular maintenance and updates to school infrastructure are also crucial for sustaining a positive learning environment. By ensuring that school facilities meet the evolving needs of students, SMAN 10 Jakarta demonstrates a proactive approach to creating a sustainable, child-friendly school environment.

In conclusion, the research at SMAN 10 Jakarta illustrates the importance of integrating physical infrastructure with a child-centred educational philosophy. By focusing on both the physical and psychological needs of students, the school is not only enhancing their academic experience but also supporting their holistic development. These findings contribute to the broader understanding of how child-friendly schools can be designed and maintained to foster a positive and engaging learning environment.

MAN 1 Lombok

Research conducted at MAN 1 Lombok underscores a strong commitment to the principles of Child Friendly Schools (CEA), with notable active participation from various stakeholders including parents, community organizations, the business sector, and alumni (Jumakir et al., 2021). This multi-stakeholder involvement fosters a positive synergy between the school and its surrounding environment, cultivating a collaborative system that supports student well-being and development. The significance of such active participation in creating an inclusive and supportive environment is well-documented in the literature, which emphasizes that the integration of diverse community resources contributes to a more holistic educational experience for students (Bisani et al., 2021). Effective management practices are integral to the successful implementation of CEA principles. Research indicates that the inclusion of policies and actions consistent with CEA guidelines is crucial for creating a child-friendly environment (Aprilianto et al., 2024; Hermino & Arifin, 2020). At MAN 1 Lombok, this commitment to effective management is further supported by the respect given to children's views. Respecting children's perspectives and involving them in decision-making processes not only empowers students but also helps shape their holistic character development (Maarif et al., 2025; Putra et al., 2021). This participatory approach is in line with global recommendations for creating learning environments that value students' voices, thus contributing to their emotional and social growth.

Additionally, the research highlights that the involvement of parents, the community, and the business sector in school life expands students' educational experiences beyond the classroom. This inclusive approach provides students with a broader understanding of the world around them, helping to contextualize their learning and fostering a sense of responsibility towards their communities. The involvement of these diverse groups enriches the educational process, creating a more dynamic and engaging school culture. In conclusion, the findings from MAN 1 Lombok offer valuable insights into how the integration of CEA principles, along with strong multi-stakeholder participation and effective management, can create a child-friendly school environment. By respecting children's views, fostering collaborative support systems, and engaging the broader community, the school not only enhances academic outcomes but also supports the holistic development of students. These findings contribute to the growing body of research on child-friendly school practices, demonstrating their relevance and effectiveness in improving both the learning environment and student welfare.

SMAN 1 Tembilahan

The research conducted at SMAN 1 Tembilahan illustrates a well-integrated approach that combines a child-friendly learning environment with character education, alongside providing essential supporting facilities, to foster holistic student development (Ekeh & Venketsamy, 2021). This approach aligns with broader academic and social perspectives that emphasize the importance of character education in shaping the moral and ethical values of the younger generation (Bates, 2019). The integration of character development with academic learning is widely recognized as a critical component in preparing students to become responsible, ethical, and socially aware individuals.

A particularly effective tool in promoting character development at SMAN 1 Tembilahan is the use of dolls featuring cultural characters, which have proven to be effective in enhancing children's character and behavior (Nasie et al., 2022). This culturally rich approach not only fosters moral development but also helps students connect more deeply with their cultural heritage, further enriching their educational experience. In line with these findings, recent studies emphasize the significant role of parental involvement in the moral development of adolescents, reinforcing the importance of a supportive family environment (Huang & McKeown, 2022). It is well-documented that family values play a critical role in shaping the personal, academic, and social challenges students face, helping them navigate complex life situations (Prasad Rao et al., 2024). Thus, integrating moral values alongside intellectual learning becomes imperative in producing well-rounded individuals who are capable of balancing both personal and academic pursuits (Galela, 2024).

The importance of character education in forming ethical and responsible students is highlighted further by the need for well-trained educators and a supportive school environment. Teacher training programs that emphasize the integration of ethical values into the curriculum are essential for fostering student growth and preparing them to meet the challenges of the modern world (Zhao et al., 2024). Additionally, a holistic approach to value and character education considers the impact not only on students but also on teachers and families, creating a shared responsibility for the development of the younger generation (Puyo, 2021). These studies collectively advocate for a comprehensive educational approach that combines both academic and character development. They emphasize the critical role of family involvement and the broader community in shaping the moral values of students, ensuring that education transcends traditional academic boundaries and contributes to the overall well-being and character of the students (Museus, 2020; Penuel et al., 2020). This approach to education ultimately promotes a well-rounded, ethically responsible generation capable of navigating the complexities of the modern world with integrity and responsibility.

SMPN 1 Sungai Lala

The successful implementation of the principles of Child Friendly Education Units (CEA) at SMPN 1 Sungai Lala is significantly influenced by several key factors, including active student participation, high parental involvement, and supportive facilities. These elements contribute to creating an environment conducive to learning and student well-being, aligning with the research findings of (Sheridan & Garbacz, 2022), who stress the importance of a collaborative and supportive school environment for effective CEA implementation. In this context, the importance of classroom management and its impact on fostering a positive learning atmosphere is highlighted by (Dörnyei & Muir, 2019). Effective classroom management plays a crucial role in creating a space where students feel safe, respected, and motivated to participate actively in the learning process. This supportive environment helps to nurture the students' social-emotional growth, which is integral to the CEA framework.

Additionally, the significant role of parental involvement in improving the quality of education at SMPN 1 Sungai Lala reflects the findings of Pandey and Diwan (2021), who emphasize that parental engagement especially when coupled with stable household income contributes to

better educational outcomes. This highlights how socio-economic factors, such as family income, can influence the level of support parents are able to provide, thereby enhancing the effectiveness of CEA implementation. Furthermore, the importance of school accreditation as a tool for improving educational quality is in line with the findings from (Ulker & and Bakioglu, 2019), which point out that accreditation ensures schools meet certain educational standards, thereby contributing to a higher quality of education. The successful implementation of CEA principles at SMPN 1 Sungai Lala also reflects the school's commitment to meeting these standards, which, in turn, supports the welfare and rights of students.

To deepen the understanding of these findings, it is essential to relate them to broader educational theories and concepts. For instance, Bronfenbrenner's Ecological Systems Theory (1979) (Onwuegbuzie et al., 2013) could offer valuable insights into how various environmental systems such as the family, school, and community interact to shape a child's educational experience. In the case of SMPN 1 Sungai Lala, these systems are strongly interlinked, with active participation from students, parents, and the community, contributing to the success of CEA principles. Moreover, the concept of "Community of Practice" (Li et al., 2009) could be applied to understand how students, educators, and parents collaborate to create a learning environment that supports student development and the fulfilment of children's rights.

By connecting these findings to educational theories and contextual conditions, it becomes clear how the integration of CEA principles at SMPN 1 Sungai Lala not only creates a conducive learning environment but also strengthens the role of the school as a key player in shaping the holistic development of students. This also highlights the importance of context-specific adaptations to the CEA framework, ensuring that the principles are effectively implemented in accordance with local conditions and needs.

MTs. Muhammadiyah 02 Kota Pekanbaru

The integration of written commitments regarding Child Friendly School Units (CEA) in MTs Muhammadiyah 02 Pekanbaru City has proven to be a critical factor in creating a consistent and clear direction for upholding CEA principles, as highlighted by Aina et al. (2021). By incorporating these commitments into school policies and daily activities, the school has effectively operationalized the CEA framework, creating a supportive and safe learning environment for students (Braund & Timmons, 2021). This reflects the importance of having formal and clear written commitments that guide the school's operations and ensure the long-term sustainability of CEA principles. Additionally, the active involvement of the school management in increasing community participation plays a vital role in fostering a conducive learning environment. This aligns with (Sahito & Vaisanen, 2020) assertion that effective management and collaboration with the broader community are essential for creating a child-friendly school environment. Community participation, especially from local governments and parents, contributes to providing the necessary resources and support for the successful implementation of CEA.

In contrast, the challenges observed at MTs Al Falah Jatinangor Sumedang, where the implementation of religious values and national character education remains suboptimal, point to the importance of external factors, such as lack of parental support and negative influences from the urban environment and media (Jiang et al., 2019). These challenges suggest that while CEA principles can be effectively integrated at the institutional level, their impact can be hindered by broader social factors, which underscores the need for a more holistic approach that includes external support systems. To further enrich the findings of this research, comparisons with existing literature or theories on the holistic development of students could provide additional context. For instance, Bronfenbrenner's Ecological Systems Theory (1979) could be applied to understand how the various environmental systems school, family, and community interact to shape student development. Specifically, the importance of creating strong connections between schools and the surrounding community, as well as involving parents in the educational process, is crucial for creating a supportive environment where students can thrive.

Furthermore, comparing the findings from MTs Muhammadiyah 02 Pekanbaru City with other research on child-friendly education systems, such as the work by Moustafa et al. (2022), could shed light on best practices for integrating written commitments and community participation into the CEA framework. These comparisons could help identify the specific actions taken by schools to overcome challenges and implement CEA principles effectively. The research also underscores that the integration of child-friendly learning processes, the active involvement of schools and local governments, and the commitment to upholding children's rights are crucial pillars in the success of CEA implementation. By strengthening these elements and addressing the external challenges, schools can create an environment that not only supports academic success but also fosters the holistic development of students, including their social, emotional, and moral growth.

MI Uways Al Qorni

The successful implementation of Satuan Pendidikan Ramah Anak (CEA) at MI Uways Al Qorni is largely attributed to the active participation of students, which is encouraged through the creation of an environment that fosters their involvement. (Pivač et al., 2021) emphasize that student participation is a key component of successful child-friendly schools. At MI Uways Al Qorni, this active engagement is further enhanced by the significant involvement of parents, stakeholders, and alumni. Their participation creates a strong bond between the school and the surrounding community, fostering an inclusive environment that supports the overall development of students (Faizah et al., 2023; Juharyanto et al., 2020).

In addition to this, the application of character principles plays a central role in shaping students' moral and ethical development. The importance of character education, as highlighted by (Hermino & Arifin, 2020), is paramount in addressing the social and moral challenges that children face today. This research reinforces the idea that character education is a crucial aspect of human life, helping students develop the values and virtues necessary for becoming responsible citizens. The need for a systematic and sustainable approach to character education, as emphasized by (Plá-Julián & Guevara, 2019), further underlines the significance of integrating these principles into school practices for long-term impact.

The findings of this research provide a detailed picture of how the principles of Child Friendly Education Units are implemented at MI Uways Al Qorni, showcasing the effective integration of student participation, community involvement, and character education. The success of these practices not only benefits the students but also serves as a source of inspiration and best practice for other educational institutions striving to create a conducive and supportive learning environment for children. These results underscore the importance of a holistic approach, involving the school, family, and society, in fostering an environment where students can thrive academically, socially, and morally.

The following is a picture that illustrates the uniqueness (novelty) of this research, which distinguishes it from previous research in the same field.

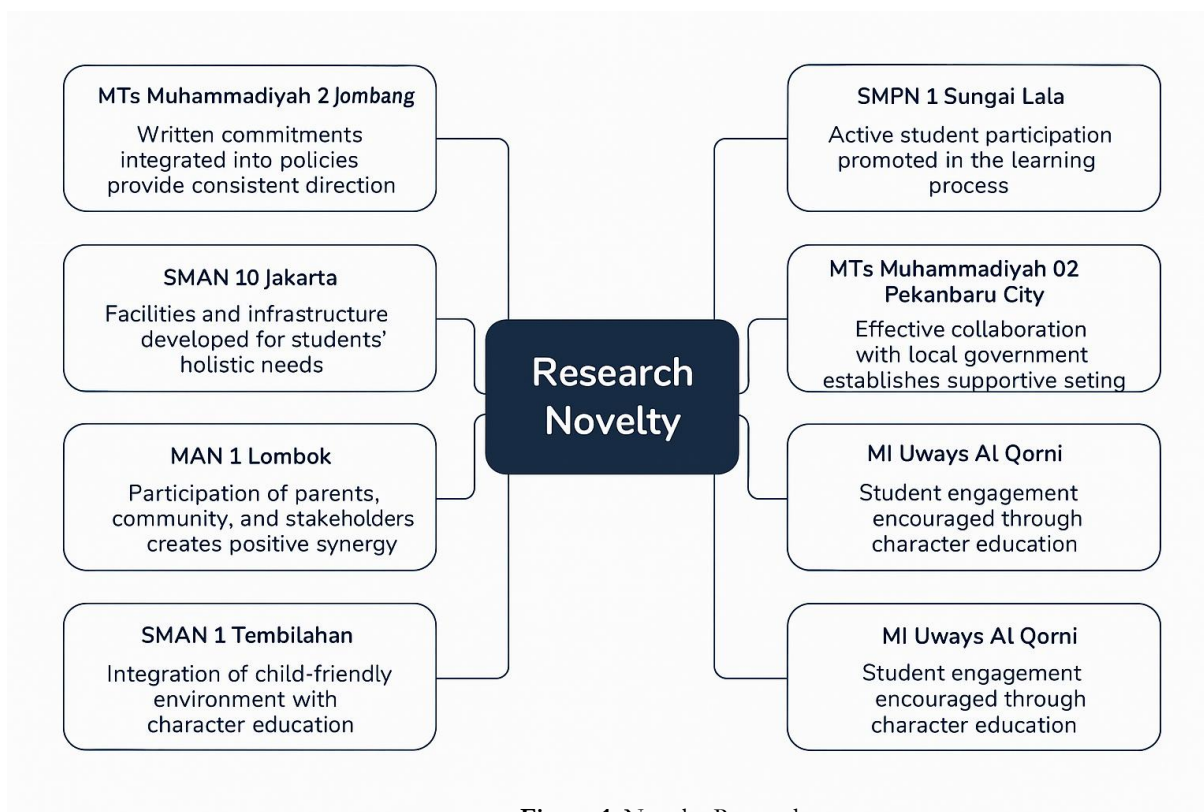


Figure 1. Novelty Research

CONCLUSION

Based on the previous section, this study shows that the successful implementation of the Child-Friendly School (CFS) principle in various educational units is the result of multi-dimensional integration involving school policy commitment, active student participation, parental, alumni, and community involvement, and strengthening character education that is integrated with a safe and inclusive learning environment. This finding confirms that the CFS approach is not just a technical strategy, but a transformation of school culture that places the values of children's rights, participation, and holistic development as part of everyday life at school. This study also highlights the importance of the role of the community and external stakeholders in supporting the sustainability of CFS practices systematically and sustainably. Student involvement in school decision-making reflects a democratic and inclusive approach that strengthens the position of children as active subjects in education. In addition to enriching participatory and holistic education theories, this study also provides a practical contribution in the form of a contextual-based CFS implementation model that can be used as inspiration and reference for other educational institutions in creating a truly child-friendly learning environment.

The suggestion from this study is the need to strengthen ongoing training for educators and education personnel related to the principles of Child-Friendly Schools (CEA), so that understanding and implementation are not merely symbolic, but touch on practical aspects in learning and school environment management. In addition, the involvement of parents, alumni, and external stakeholders needs to be systematically facilitated through community-based communication and partnership forums so that the synergy formed can be more optimal in supporting the welfare and development of students. Schools are also advised to develop an internal evaluation system based on CEA indicators that measure success from the perspective of children and the community periodically. The limitations of this study lie in the scope of the study location which is limited to several specific schools in different regions, so that the findings cannot be fully generalized to the entire school context in Indonesia. In addition, the approach of this study is more

qualitative descriptive so that it has not quantitatively explored the direct impact of CEA implementation on academic achievement or student psychological well-being.

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