

**MANAGING THE ENVIRONMENT
IN MAKING CHILDREN FRIENDLY SCHOOLS
IN SMA 45, JAKARTA**

Moh. Ikbal, S.Pd., MM

Sekolah Tinggi Ilmu Ekonomi Indonesia, Jakarta
ikbalgaza@yahoo.co.id

Prof. Dr. Ir. H. Anoesyirwan Moeins, M.Si, MM

Sekolah Tinggi Ilmu Ekonomi Indonesia, Jakarta

Dr. Ir. Meita Pragiwani, MM

Sekolah Tinggi Ilmu Ekonomi Indonesia, Jakarta

Abstract

This study aims to determine environmental management in creating Child Friendly Schools in SMA 45 Jakarta. This research method is quantitative descriptive method. The object of this research is SMA 45 Jakarta, which is located at Jln. Perintis Kemerdekaan Kelapa Gading - North Jakarta. While the subjects or respondents (informants) selected in this study were teachers and parents and students of SMA Negeri 45 who had direct links to the topic, because this research was in the form of case studies, so the related parties were used as respondents. While the data source in this study is the result of in-depth observation activities to get a real picture of the actual situation that occurred at SMA Negeri 45 Jakarta. The results of this study indicate that environmental management to create a Child Friendly School in SMA 45 Jakarta has been in accordance with the components of a child friendly school well, this can be seen from the average value of the statement items on the child friendly school indicators that indicate respondents' answers tend with answers agree and strongly agree so that it has a very good interpretation.

Keywords: Environmental Management, Child Friendly Schools

I. PRELIMINARY

Child Friendly Schools (SRA) are programs to create conditions that are safe, clean, healthy, caring and cultured in the environment, which are able to guarantee the fulfillment of children's rights and protection from violence, discrimination and other mistreatment, as long as the child is in an education unit, and support children's participation especially in planning, policy, learning and supervision.

Child Friendly Schools are schools that consciously strive to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. The main principle is non-discrimination of interests, the right to life and respect for children. As stated in article 4 of Law No.23 of 2002 concerning child

protection, children has the right to be able to live to grow, develop, and participate appropriately according to human dignity, and to get protection from violence and discrimination. Child Friendly Schools are schools that openly involve children to participate in all activities, social life, and encourage the development and welfare of children. Child Friendly Schools are schools that are safe, clean, healthy, green, inclusive and comfortable for the physical, cognitive and psychosocial development of girls and boys including children who need special education and / or special service education. The atmosphere of a safe and comfortable school environment will be able to support the development of good personality for students and a comfortable learning atmosphere can shape the discipline of the student. A neatly arranged, clean environment will always look comfortable and conducive if this is balanced with good behavior from humans around the environment.

TEMPO.CO, Jakarta (2019) Chairperson of the Indonesian Teachers Association (PGRI) Unifah Rosyidi said one of the homeworks in education on National Children's Day was the lack of training for teachers to realize child-friendly schools. "Lots of training that encourages interesting learning". The aim of the Child Friendly School is the Fulfillment of Children's Education Rights (PHPA), so that all children are fulfilled their educational rights and avoid various acts of violence and discrimination. The aspects that must be considered in a child friendly school as written in the Child Friendly School (SRA) manual are 6 components, one of which is the facilities and infrastructure in the school. Infrastructure facilities in schools help facilitate a comfortable learning activities. Therefore we need a design that complies with the standards of Child Friendly Schools that have been set to create a safe environment for children.

Based on the background and the results of the grand tour, the authors found that some of the uniqueness of SMA Negeri 45 Jakarta is already has a Child Friendly School program.

The Teacher Forum rubric (2018), written by members of the West Java Child Friendly School Task Force, states that child-friendly schools can be realized if education stakeholders work together to strengthen the school environment and classroom environment that can affect a sense of security and comfort. Law No. 20 of 2003 mandates, education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills himself, society, nation and state.

An article written by Firman Oktora on January 2, 2018 states that the implementation of child-friendly schools is based on the principles of: 1) non-violence; 2) non-discrimination, namely guaranteeing the opportunity for every child and school citizen to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion, and parental background; 3) the best interests of the child; 4) life, survival and development, namely creating an environment that respects the dignity of children and guarantees the holistic and integrated development of every child; 5) respect for children's views; and 6) good management, namely ensuring transparency, accountability, participation, information disclosure, and rule of law. This child-friendly school can be realized if education stakeholders work hand in hand to strengthen the school environment and classroom environment that can affect a

sense of security and comforts. Students and educators build a conducive learning atmosphere, fun, challenging the realization of a learning atmosphere that motivates, inspires students to learn throughout life.

SMA Negeri 45 Jakarta seeks to create a character and child-friendly school, which aims at giving birth to glorious achievements and realizing a conducive school environment for the growth and development of students. Characterized here means to shape the character of students in accordance with the foundation of religion. The Child Friendly School (SRA) in question is trying to facilitate the physical and non-physical needs of students so that students feel safe and comfortable while at school. Achievers are not only academic achievements but also worship achievements which are not only result oriented but also the process. While realizing a conducive environment means that the school is able to provide an educative, beautiful, clean, comfortable, safe, beautiful and neat environment.

II. LITERATURE REVIEW

2.1 Research Review

The first study was by Subur, et.al (2018) with the title "Implementation of Child Friendly Schools in Shaping School Culture at Geger Tegalrejo High School". This study aims to 1) Determine whether schools have implemented Child Friendly Schools in whole or in part. 2) Knowing the school culture which is the result of a Child Friendly School. The method used in this research is a qualitative descriptive method which will describe how the implementation of Child Friendly Schools in Geger Tegalrejo High School. Data collection techniques through observation, documentation, interviews and questionnaires. Data analysis method uses descriptive method.

The second study by Sudirjo (2016) with the title "Innovative Learning Model Based on the Concept of Child Friendly Schools". Stating that children who study in a child-friendly school dimension other than children feel happy, their potential is explored and developed. With a learning model that prioritizes student activities, the school also provides an environment and facilities that accommodate what students want so students enjoy learning. Students are involved in various activities that can develop their abilities (learning by doing). Students are given the opportunity to present their ideas, display the results of their work included in the maintenance of school facilities. By paying attention to these things it will be possible to produce quality graduates. Thus to achieve the quality of graduates, education does not have to be done by force. In fact, violence can hamper even the potential loss of children. So how important is child-friendly schools raised in the development of basic education.

The third study was by Munandar (2019) with the title "Environmental Management in Creating Child-Friendly Schools in MAN 20 Aceh Besar ". Stating that the management of the school environment is an important factor that must be implemented by every educational institution. The school environment can be interpreted as the sum of all living and inanimate objects as well as all the conditions that exist in educational institutions to help students develop their potential with educational programs to help students develop their potential by being accustomed to school discipline values and the values of learning activities

in various fields of study. The school environment plays an important role for the learning development of students and is an indicator in the implementation of the Child Friendly School program. The objectives of this study are: 1) To find out environmental management in creating child-friendly schools in MAN 20 Aceh Besar Tungkop, 2) To find out the environmental management constraints in creating Child Friendly Schools in MAN 20 Aceh Besar Tungkop and 3) To find out solutions to the constraints faced in environmental management of Child Friendly Schools at MAN 20 Aceh Besar. This research uses descriptive method and analyzed with a qualitative approach. The subjects in this study were the principal, vice principal and one teacher. Data collection techniques in this study used the method of observation, interviews and documentation. Based on research results show that: First, environmental management in creating Child Friendly Schools, including 1) management of the school's physical environment, 2) management of the school's social environment, 3) management of the school's academic environment, and 4) management of the school's spiritual environment. Second, the obstacles in managing the environment to create a Child-Friendly School, including 1) lack of toilet facilities for students, 2) limited classrooms that cause students in each class exceeds the capacity standards. Third, the solution to the obstacles faced in managing the Child Friendly School environment, including 1) applying for help and making use of the Aceh Besar Education Agency office and alumni, 2) working with the Health Office to continue to improve the standardization of healthy schools and Child Friendly Schools.

The fourth study by Widowati (2018) with the title "Management of Child Friendly School Programs in Ngupasan Yogyakarta State High School". Stating that this research aims to describe: (1) planning of the SRA program at Ngupasan Yogyakarta Public High School (2) implementing the SRA program at Ngupasan Yogyakarta Public High School (3) evaluating the SRA program at Ngupasan Yogyakarta Public High School. This research is a descriptive qualitative study. Research subjects were the principal, teachers and program manager of the SRA. The research location is Yogyakarta State Ngupasan High School. Collecting data in this study using interviews, observation, and documentation. Test the validity of the data using source triangulation. Data analysis using qualitative analysis models from Miles and Huberman. The results of this study are as follows: (1) SRA program planning at Ngupasan Yogyakarta State High School is carried out by planning program content, financial planning, facilities and infrastructure planning, and personnel planning. (2) the implementation of the SRA program includes organizing and coordinating activities. (3) evaluations carried out in the SRA program by evaluating each of the SRA work program activities contained in the SRA annual work program. Evaluations are carried out at the end of each semester by the SRA development team.

The fifth study by Arianti and Wibowo (2017) with the title Implementation of Child Friendly Schools (SRA) in Pilot Schools in Pekunden 01 High School in Semarang City as an Effort to Support Child Friendly Cities (KLA) Program. Stating that children are not objects so they can be treated harshly, they have their own characteristics that need to be determined by differences in their care, with the aim of protecting and protecting them to support their future. At the District / City level, regulations and policies on child protection tend to focus when a child is involved in legal issues or has violated the law, government actions are limited

to rehabilitation and often neglect the prevention aspect. This prevention aims to prevent children from taking unlawful actions. This study describes a child-friendly school program as an effort to prevent the child's face with the law (ABH) in the city of Semarang. This study uses a qualitative approach with theoretical concepts from Mazmanian & Sabatier. The results of this study indicate that the implementation of child-friendly school programs as an effort to prevent child-face with law (ABH) in Semarang City has not been implemented optimally, because the implementation of child-friendly school programs still faces many obstacles. Like physical violence at school by their teacher or students. Lack of parental control, as well as environmental influences from children, are factors that cause children to deal with the law. Suggestions from researchers are to increase collaboration between related institutions, and also carry out communication intensity with their parents. Then, the lack of human resources to guide students physically becomes an obstacle for the implementation of child-friendly schools.

2.1 School Environment Management

In the Child Friendly School Guide book published by the Ministry of Women's Empowerment and Child Protection, the Republic of Indonesia has the concept of Child Friendly Schools defined as a program to create conditions for safe, clean, healthy, caring, and cultured environment, which is able to guarantee the fulfillment of children's rights and protection from violence, discrimination, and other mistreatment, while the child is in an education unit, and supports children's participation, especially in planning, policy, learning and supervision. Child Friendly Schools are not building new schools, but conditions a school to be comfortable for children, and ensures that the school fulfills children's rights and protects them, because the school becomes a second home for children, after their own home.

There are many different views about management boundaries (management), because it is not easy to give meaning that can be accepted by everyone. Etymologically the term management "comes from Latin, namely from the origin of the word manus which means hand and agere (to do). The words are combined into management which means to handle. Managere is translated into English to manage (verb), management (noun), and manager for the person who does it. Management is translated into Indonesian into management (management). " Expert thoughts about the definition of management (management) mostly states "as a particular process that uses the ability or expertise to achieve a goal which in its implementation can follow the scientific flow naturally and can also highlight the uniqueness or style of managers in utilizing the abilities of others. " Sudjana in the book of the UPI Educational Administration Lecturer, defines management or management as "a series of normal activities carried out by a person based on established norms and in their implementation having a relationship and linkages with others."

2.2 Scope of the School Environment

School environment is an environment where students are in a learning environment. A good atmosphere of the school environment will support the development of personality for students and a comfortable learning atmosphere

that shapes the attitude of learning discipline and the attitude of discipline in their lives.

Muhammad Surya (2004: 78) argues that "a conducive school environment, both physical, social and psychological environment can foster and develop motives for working well and productively. For this reason, the best possible physical environment can be created, for example cleanliness of the room, layout, facilities and so on. Likewise psychological social environment. Such as interpersonal life, group life, leadership, supervision, promotion, guidance, opportunities for advancement and family.

2.3 Characteristics of a Healthy School Environment

Characteristics of a Healthy School Environment is a condition that exists in the school environment both inside and outside the school that can support the process of achieving educational goals, which are supported by factors of completeness of school facilities, cleanliness, and environmental comfort. The following are things that must be considered in order to create a school environment that is said to be healthy and can support the achievement of educational goals, including: (1). Field facilities, (2). Shady environment, (3). Sanitation and infiltration wells, (4). Garbage receptacle, (5). School location, and (6). School building.

2.4 Child Friendly Schools

Child-friendly schools are formal, non-formal and informal education units that are safe, clean and healthy, care and cultured in the environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and support participation children especially in planning, policy, learning, supervision, and complaints mechanisms related to the fulfillment of children's rights and protection in education. Child Friendly Schools are schools that consciously seek to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. The main principle is non-discrimination of interests, the right to life and respect for children. As stated in article 4 of Law No. 23 of 2002 concerning the protection of children, states that "Every child has the right to be able to live to grow, develop, and participate appropriately according to human dignity and dignity, and to get protection from violence and discrimination". Children have a strategic position. In the family, children are the top priority as the foundation of the family's future. In children, all hopes and ideals of parents are shed. Children will grow and develop optimally if "in a supportive environment. Both the family, school and the surrounding community. Broadly speaking, there are several scopes where children live and live, where this environment is very influential on the creation of Child Friendly Schools.

Based on the explanation above, it can be concluded that the Child Friendly School is a school that is non-violent, non-discriminatory, safe, comfortable, and open and involves children to participate in all activities, social life, and encourage child development and welfare.

Regulation of the Minister of Women Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning child-friendly school policy states that there are several indicators of Child Friendly Schools (SRA) that

must be developed to measure SRA achievements, which include 6 (six) important components, namely: (1). SRA Policy, (2). Implementation of the curriculum, (3) Educators and education personnel trained in children's rights, (4). SRA facilities and infrastructure, (5). Child participation, and (6). The participation of parents, community institutions, the business world, other stakeholders; and alumni.

Child Friendly Schools (SRA) can be realized if Tri-center education (schools, families and communities) can work together to build a Child Friendly School (SRA). The family is the closest community to students. The ideal family environment for children is a harmonious, healthy family environment both physically and mentally. Such an environment can only be created when a family can meet the following indicators: (1). Able to provide a decent life for (clothing, food, shelter), health and adequate education for children. (2). Able to provide space for children to create, express, and participate according to their age and maturity. (3). Able to provide protection and a sense of security for children. (4). In a harmonious, prosperous and protected family the child will grow and develop naturally and be able to optimize every potential that exists in him. (5). The next scope is the environment (community). Community environment that is able to protect, comfortable and safe will greatly support children's development. Children as individuals who develop and seek identity. In their search children have a tendency to try new things and seek recognition from the surroundings. In this framework children often try to imitate or be different from their surroundings. (6). A healthy community for children is a community that is able to accept and respect children as individuals, as is. This community must also accommodate the interests of children to express, appreciate and participate. Also important is how the community is able to provide protection to children so that children feel safe living and interacting in their community.

III. RESEARCH METHODS

The research method used in this study is a qualitative descriptive method. Discussion in this thesis uses a descriptive qualitative method, namely: "A method that examines a condition, thought or event at this time, which aims to make a descriptive picture or painting in a systematic, factual and accurate facts, properties and relationships between the phenomena investigated ". This type of research is a case study, where the case study research method examines a particular case or phenomenon in society that is carried out in depth to study the background, circumstances and interactions that occur. (Sugiyono, 2011: 317).

The object of this research is SMA 45 Jakarta, which is located at Jln. Perintis Kemerdekaan Kelapa Gading - North Jakarta. While the subjects or respondents (informants) selected in this study were teachers and parents and students of SMA Negeri 45 who had direct links to the topic, because this research was in the form of case studies, so the related parties were used as respondents. While the data source in this study is the result of in-depth observation activities to get a real picture of the actual situation that occurred at SMA Negeri 45 Jakarta. In this study sampling techniques do not use adequate theory, so this is the lack of writers in sampling.

In this study data collection was conducted in this study using data collection techniques observation (observation), interviews and documentation. Sanusi (2011: 104).

To make it easier for researchers to conduct qualitative data analysis which is conducted interactively and continues continuously until it is complete, so that the data is saturated and the researcher has many results or data obtained at the time in the field. Miles and Huberman, argued that "activities in qualitative data analysis are carried out interactively and carried out continuously until completion. The size of data saturation is characterized by no longer obtaining new data or information. Analysis activities in covering data reduction , presentation of data, and drawing conclusions as an activity in analyzing data ".

In analyzing Likert scale data and drawing conclusions, the authors use frequency analysis (proportions) which only relate to agree or disagree with something (Amirin, 2010). Therefore, researchers divided into 2 categories, namely the category of agree and the category of disagree. Whereas neutral answers in the questionnaire were omitted. For the answers of respondents strongly agree and agree, into the category of agree, while for the answers of respondents do not agree and strongly disagree, into the category of disagree. Analysis of this research data using SPSS software version 25.

IV. RESEARCH RESULTS AND DISCUSSION

4.1 Child Friendly Schools

Schools that uphold children's rights as individuals must be educated with good feelings and character. The principle of a child-friendly school is to make the interests and needs of students a primary consideration in determining every decision and action taken by the manager and organizer of education.

Respondents consisted of 86 people, where all respondents were used as a tool to analyze and provide an overview related to child-friendly school indicators in this study.

Related indicators are the SRA policy, the implementation of a child-friendly learning process, educators and education personnel trained in children's rights, SRA facilities and infrastructure, child participation and the participation of parents / guardians, community institutions, the business world, other stakeholders, and alumni .

The overall results of the measurement analysis of the indicators of the application of child-friendly schools totaling 43 statement items, but the results of this analysis to 40 statement items can be concluded that the respondent gave an agreed opinion for the overall indicators of child-friendly schools.

Table 1. Overall Results Statement Items Child Friendly Schools Indicators SMA 45 Jakarta

No.	Questions	Answer					Percentage				
		STS (1)	TS (2)	S (3)	SS (4)	Total	STS (1)	TS (2)	S (3)	SS (4)	Total
1	KSRA1	0	10	35	41	86	0%	12%	41%	48%	100%

**Managing The Environment In Making Children Friendly Schools In SMA
45, Jakarta**

2	KSRA2	0	4	26	56	86	0%	5%	30%	65%	100%
3	KSRA3	1	27	27	31	86	1%	31%	31%	36%	100%
4	KSRA4	1	7	22	56	86	1%	8%	26%	65%	100%
5	KSRA5	0	6	25	55	86	0%	7%	29%	64%	100%
6	KSRA6	0	10	48	28	86	0%	12%	56%	33%	100%
7	KSRA7	0	12	36	38	86	0%	14%	42%	44%	100%
8	KSRA8	2	11	38	35	86	2%	13%	44%	41%	100%
9	PPPRA1	0	12	28	46	86	0%	14%	33%	53%	100%
10	PPPRA2	0	10	35	41	86	0%	12%	41%	48%	100%
11	PPPRA3	0	5	26	55	86	0%	6%	30%	64%	100%
12	PPPRA4	0	2	35	49	86	0%	2%	41%	57%	100%
13	PPPRA5	0	3	31	52	86	0%	3%	36%	60%	100%
14	PPPRA6	0	4	29	53	86	0%	5%	34%	62%	100%
15	PTKTHA1	0	7	38	41	86	0%	8%	44%	48%	100%
16	PTKTHA2	0	4	34	48	86	0%	5%	40%	55%	100%
17	PTKTHA3	2	15	35	34	86	2%	17%	41%	40%	100%
18	PTKTHA4	0	10	28	48	86	0%	12%	33%	56%	100%
19	PTKTHA5	0	7	34	45	86	0%	8%	40%	52%	100%
20	SPSRA1	2	11	21	52	86	2%	13%	24%	61%	100%
21	SPSRA3	0	6	37	43	86	0%	7%	43%	50%	100%
22	SPSRA4	1	1	22	62	86	1%	1%	26%	72%	100%
23	SPSRA5	0	20	30	36	86	0%	23%	35%	42%	100%
24	SPSRA6	0	9	26	51	86	0%	10%	30%	39%	100%
25	SPSRA8	0	2	58	26	86	0%	2%	67%	30%	100%
26	SPSRA9	0	13	44	29	86	0%	15%	51%	34%	100%
27	SPSRA10	2	5	52	27	86	2%	6%	60%	31%	100%
28	SPSRA11	0	13	36	37	86	0%	15%	42%	43%	100%
29	SPSRA12	1	19	30	36	86	1%	22%	35%	42%	100%
30	SPSRA13	0	1	31	54	86	0%	1%	36%	63%	100%
31	SPSRA14	0	4	25	57	86	0%	5%	29%	66%	100%
32	PA1	0	0	39	47	86	0%	0%	45%	55%	100%
33	PA2	0	1	33	52	86	0%	1%	38%	60%	100%

Managing The Environment In Making Children Friendly Schools In SMA 45, Jakarta

34	PA3	0	3	36	47	86	0%	3%	42%	55%	100%
35	PA4	2	2	36	46	86	2%	2%	42%	53%	100%
36	POT1	1	16	44	25	86	1%	19%	51%	29%	100%
37	POT2	0	5	34	47	86	0%	6%	40%	55%	100%
38	POT3	0	3	36	47	86	0%	3%	42%	55%	100%
39	POT4	2	11	29	44	86	2%	13%	34%	51%	100%
40	POT5	6	21	36	23	86	7%	24%	42%	27%	100%

Source : The Data was Processed by Researcher

The data in table 1. above is for the process of analyzing Likert scale data and drawing conclusions, the authors use frequency analysis (proportions) which only relate to agreeing or disagreeing with something (Amirin, 2010). Therefore, researchers divided into 2 categories, namely the category of agree and the category of disagree. Whereas neutral answers in the questionnaire were omitted. For the answers of respondents strongly agree and agree, into the category of agree, while for the answers of respondents do not agree and strongly disagree, into the category of disagree. Table 1. above shows the respondents' answers regarding the item of customer satisfaction statement from 5 indicators.

The range of answers to the question dimensions for each variable examined is determined using the three box method (Ferdinand, 2014: 23). Based on research conducted and for ease of interpretation, the range of answers is converted to units of 100. Under these conditions, the range of answers will start from 25% to 100%, where the range that occurs is 75%. Furthermore, the range that occurs is divided by 3 and will produce a range of 25% which will be used as a basis for interpretation of index values, namely:

- Index value 25% - 50% = Good Interpretation
- Index value 51% - 75% = Good Interpretation
- Index value 76% - 100% = Very Good Interpretation

Based on the statements of the child friendly school indicators above, it can be concluded that environmental management in realizing Child Friendly Schools in SMA 45 Jakarta, includes: First, management of the physical environment of the school. Second, management of the school's social environment. Third, management of the school's academic environment. Fourth, the management of the school's spiritual environment. Environmental management in realizing Child Friendly Schools in SMA 45 Jakarta has been in accordance with the components of child friendly schools well, this can be seen from the average value of the statement items on the child friendly school indicators above which indicate the respondent's answers tend to agree and strongly agree so that it has a very good interpretation. (Minister of Women's Empowerment and Child Protection of the Republic of Indonesia, 2015: 15).

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of primary data processing in the form of a questionnaire that refers to the main problem and research objectives, the conclusions of this study can be formulated as follows:

1. Environmental management in realizing Child Friendly Schools in SMA 45 Jakarta, including: First, management of the school's physical environment. Second, management of the school's social environment. Third, management of the school's academic environment. Fourth, the management of the school's spiritual environment.
2. Environmental management in realizing child-friendly schools in SMA 45 Jakarta has been in accordance with the components of child-friendly schools well, this can be seen from the average value of statement items on child-friendly school indicators that show respondents' answers tend to agree with answers and strongly agree so that it has a very good interpretation.

5.2 Suggestions

1. SMA Negeri 45 Jakarta is expected to be more transparent in terms of making efforts to prevent students from dropping out of school.
2. It is expected that SMA 45 Jakarta will improve in terms of health requirements such as natural ventilation and / or mechanical / artificial ventilation, clean water sources that meet health requirements and flow smoothly, and the availability of separate and closed landfills.
3. It is expected that the Jakarta 45 High School and all stakeholders will continue to improve the quality of education by establishing relationships and cooperation with various related parties in order to succeed the Child Friendly School program at the 45 Jakarta High School.
4. Other parties, such as parents of students, the community, school committees and alumni to be able to help and succeed the Child Friendly School program at SMA Negeri 45 Jakarta.

BIBLIOGRAPHY

- Artadiani dan Wibowo. 2017. *Implementasi Sekolah Ramah Anak (SRA) Pada Sekolah Percontohan di SMA Pekunden 01 Kota Semarang Sebagai Upaya Untuk Mendukung Program Kota Layak Anak (KLA)*.
- Departemen Pendidikan Dan Kebudayaan. *Kamus Besar Bahasa Indonesia*. Jakarta. Balai Pustaka. h. 526
- Hasbullah. 2006. *Dasar-dasar Ilmu Pendidikan*. Jakarta. Raja Grafindo Persada.
- Hikmat. 2011. *Manajemen Pendidikan*. Bandung. Pustaka Setia.
- Husaini Usman. *Manajemen: Teori, Praktik dan Riset Pendidikan*. Jakarta: Bumi Aksara, 2014. Edisi 4, h. 5
- Isoh. Wakil Kepala Sekolah bidang Kesiswaan pada tanggal 21 Agustus 2019
- Kristanto, Identifikasi model..., h. 44, 45-47
- LaxyJ. Moleong. 2005. *Metodelogi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya. h. 330
- Miles dan Huberman. 1992. *Analisis Data Kualitatif*. Jakarta. Universitas Indonesia Press. h. 16
- Muhammad Nazir. *Metode Penelitian Cet 1*. Jakarta. Ghalia Indonesia. h.65
- Muhammad Surya. 2004. *Psikologi Pendidikan*. DirjenDikdasmen: DirektoratKependidikan. h. 78
- Munandar. 2019. *Pengelolaan Lingkungan Dalam Menciptakan Sekolah Ramah Anak di MAN 20 Aceh Besar*.
- Nana. 2004. *Landasan Psikologi Proses Pendidikan*. Bandung: Remaja Rosda Karya. h. 5
- Peraturan Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia Nomor 8 Tahun 2014 Tentang Kebijakan Sekolah Ramah Anak.
- Peraturan Pemerintah Republik Indonesia, Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan 24
- Riduwan. 2012. *Pengantar Statistika Sosial*. Bandung: Alfabeta. h. 43
- Rusdin. 2017. *Metodologi Penelitian*. Banda Aceh: Ar-Rijal Institute. h.57
- Subur, et.al. 2018. *Implementasi Sekolah Ramah Anak Dalam Membentuk Budaya Sekolah di SMAN Geger Tegalrejo*. Prosiding Konferensi Nasional Ke-7. Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah Aisyiyah (APPPTMA)

- Sudirjo .2016. *Model Pembelajaran Inovatif Berbasis Konsep Sekolah Ramah Anak*. Vol.2 No.1. Eduhumaniora
- Sugiono.2013. *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi*. Bandung: Alfabeta. h. 24
- Suharsimi Arikunto. 2013. *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. h. 274
- Sutopo. 2002.*Metodologi Penelitian Kualitatif*. Surakarta: Sebelas Maret University Press.
- Syamsu. 2001.*Psikologi Perkembangan Anak dan Remaja*. Bandung: Remaja Rosdakarya. h. 54
- Tim Dosen Administrasi Pendidikan UPI. 2014.*Manajemen Pendidikan*, (Bandung: Alfabeta. h. 86-87
- Undang-undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak
- Widowati. 2018. *Pengelolaan Program Sekolah Ramah Anak di SMA Negeri Ngupasan Yogyakarta*.
- Zakiah Darajat. 2008. *Ilmu Pendidikan Islam*.Jakarta: Bumi Aksara cet.VII. h.63