Evaluation of the child-friendly school program based on the "5s" culture at Ngupasan Elementary School, Yogyakarta: evaluative research using the CIPP model

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ABSTRACT

Bullying cases in elementary schools still occur frequently, threatening students' sense of security and learning comfort. Child-friendly schools (CFS) play an important role in overcoming violence in schools, but their implementation requires commitment from various parties. This study aims to evaluate the implementation of the CFS program based on the "5S" culture at Ngupasan Public Elementary School, Yogyakarta. This study uses an evaluative approach with the CIPP method and qualitative descriptive analysis. Data were collected through observation, documentation, and interviews, and their validity was tested with triangulation of techniques and sources. Data analysis was carried out using the Miles and Huberman model, including data collection, reduction, presentation, and drawing conclusions. The results of the study indicate that the CFS policy has been stated in the vision, mission, and PSAK Decree, but clearer operational regulations are still needed. From the input aspect, facilities and infrastructure have been available, and "5S"-based learning planning has begun to be implemented, although teacher training in developing teaching modules still needs to be improved. From the process aspect, student participation, external support, and implementation of "5S"-based learning have gone well. In conclusion, the CFS program produces better-trained educators and encourages students' social development. The contribution of this research shows that SRA has the potential to increase awareness of school residents in creating a safe environment, preventing violence, and strengthening cooperation between schools, parents, and the community to improve the quality of education.

1. Introduction

Nowadays, crime can happen anywhere, anytime, and can be done by anyone [1]. One form of crime can occur in an environment that is considered the safest for children after the family, namely school [2]. Schools, which are the central environment for forming the nation's generation and should be a safe place to learn, play, and get to know the environment, have instead become spaces that are prone to problems [3]. In educational institutions, there are still many behaviors that constitute criminal acts. There are cases of teachers committing crimes against students, cases of fights between students that end tragically, and various other incidents that have an impact on the good name of the institution [4]. Cases like these underlie the importance of building child-friendly schools. Based on data from the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia (*Kemenppa RI*), there has been an increase in cases of child violence from year to year [5], [6]. As can be seen in Fig. 1.
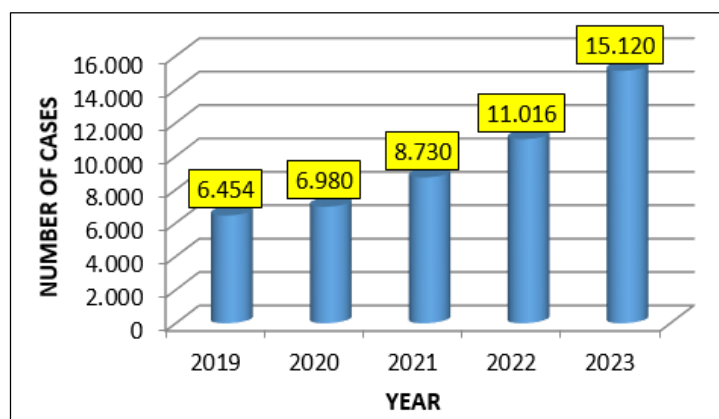
Fig. 1. Number of cases of violence against children in the period, January – November, 2024 [6]

Further analysis of reported cases shows that incidents of violence against children are not evenly distributed across social settings but are significantly concentrated within educational institutions. Schools, which ideally serve as safe environments for intellectual, emotional, and social development, have paradoxically become hotspots where numerous cases of violence are recorded. These cases are not limited to peer-to-peer bullying but also extend to teacher-to-student misconduct, reflecting systemic weaknesses in school governance and child protection policies. To emphasize this dimension, Fig. 2 presents data on the number of child violence cases within the same reporting period, categorized by educational settings.
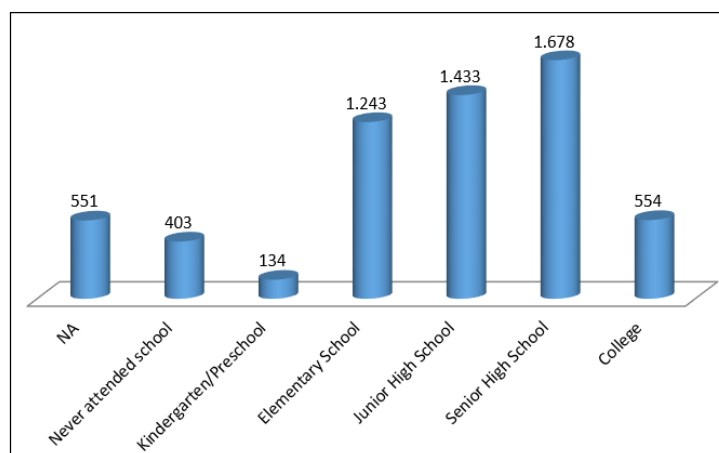
Fig. 2. Number of cases of violence against children in the period, January – November Based on Education [6]

A more localized perspective reveals that the problem of violence against children is also highly prevalent in the Special Region of Yogyakarta (DIY), an area often regarded as an educational hub in Indonesia. Despite its reputation as a center of culture and learning, DIY is not immune to the disturbing reality of child abuse, particularly within the school environment. The available data highlights that children of various educational levels remain vulnerable, underscoring the importance of implementing preventive measures and reinforcing the concept of Child-Friendly Schools (CFS) at the regional level. To illustrate this situation in detail, Fig. 3 shows the distribution of victims of violence in DIY, categorized according to their level of education. Based on data from *Kemenppa.go.id* as of January 2024, it shows that the phenomenon of violence against children in DIY Elementary Schools ranks 3rd as victims of violence [6]. Therefore, it is important to carry out preventive efforts as a strategy to reduce the number of criminal acts against children, especially in the school environment. The child-friendly school policy is one of the preventive efforts in realizing the fulfillment of children's basic rights. Child-friendly schools must ensure that children are free to realize their full potential without fear of coercion or threats from other parties [7], [8].
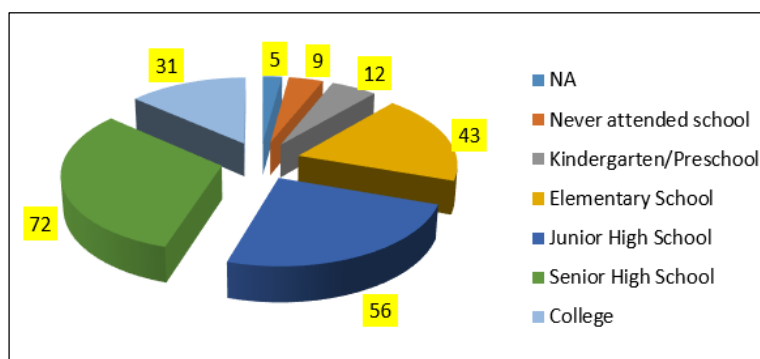
**Fig. 3.** Number of Victims of Violence in DIY Based on Education

Schools as educational institutions that have so far functioned as places to gain knowledge must also be able to foster character through culture, considering that most of the children's time as students is spent in the school environment [9]. Thus, students can grow and develop under the influence of the surrounding culture. Research on the evaluation of child-friendly schools has been widely conducted, one of which was at Liliba Elementary School, Kupang City, in the 2012/2013 Academic Year. The results of the study showed that the implementation of the Child-Friendly School program was carried out well and produced a work program through 12 alternative problem-solving methods, with the main objective of implementing life values by teachers and students [10]. In order for the implementation of CFS to be effectively developed in all schools, there needs to be information on best practices [11]. CFS as a program needs to be continuously improved, feedback on evaluation results is needed so that improvements are right on target [12]. The results of the program evaluation will be used as a basis for developing activities or making further decisions. It is hoped that with the evaluation, feedback and recommendations will be obtained to the relevant parties for the continuation of the program [13]. There are many alternative models for program evaluation, one of which is the CIPP model (context, input, process, product) [14]. In the implementation process, the concept of a child-friendly school is loaded with values that are emphasized by the school, including the application of the cultural values of "5S" *"Senyum, Sapa, Salam, Sopan, Santun"* (Smile, Greet, Greeting, Polite, Courteous). Evaluation of the implementation of CFS with a variety of values as the basis, will enrich insight and an inspiration to many other schools.

2. Method

The type of research used is evaluative with the CIPP evaluation method. The CIPP evaluation model was developed by Daniel Stufflebeam in 1971 [15]. The study was conducted to evaluate the implementation of the child-friendly school program based on the 5S culture at Ngupasan Elementary School, Yogyakarta. The evaluation model used includes Context, Input, Process, Product evaluation of the implementation of the child-friendly program that has been implemented. The evaluation was carried out by considering the CFS components, namely: (1) Child-Friendly School Policy, (2) Facilities and infrastructure, (3) Learning planning, (4) Student participation, (5) Participation of parents/guardians, community institutions, the business world, other stakeholders, and alumni, (6) Implementation of the learning process, (7) Educators and education personnel who are trained in knowledge of children's rights, and (8) student psychosocial development. Data collection techniques used in this study include observation, interviews, and documentation. The data collection process in this study lasted for two months. Researchers conducted the observation process by looking, observing, and recording events related to the child-friendly school program. The objects of observation in this study were the environment, conditions of Ngupasan State Elementary School, and activities related to the child-friendly school program based on the "5S" culture. The interview method used was semi-structured. Interview subjects as research informants included: (1) Principal, (2) Coordinator of the child-friendly school team, (3) Teachers, and (4) Students. In addition to interviews and observations, data were also obtained by document review. The data validity test used in the study was technical triangulation and source triangulation. Data analysis activities included: (1) Data presentation; (2) Data reduction; (3) Data verification; and (4) Conclusion drawing [16], [17].

3. Results and Discussion

To strengthen the analysis of the Child-Friendly School (CFS) program, it is necessary to adopt a systematic evaluation framework that captures the multidimensional aspects of policy implementation, resource provision, process management, and learning outcomes. The CIPP (Context, Input, Process, Product) evaluation model provides a comprehensive structure for assessing these domains in relation to the development of CFS. By examining the contextual foundations, the adequacy of inputs, the effectiveness of processes, and the resulting products, this model ensures that CFS initiatives are not only implemented in accordance with policy directives but are also sustainable and responsive to the evolving needs of students and stakeholders. The results of the evaluation using the CIPP model highlight how the "5S" culture, an approach emphasizing order, discipline, and positive behavioral reinforcement, has been integrated into the school environment as both a guiding principle and a practical framework for daily learning activities. Each component of the model illustrates the extent to which schools have aligned their vision, infrastructure, and practices with the goals of child-friendly education, while simultaneously addressing psychosocial development and community engagement. To illustrate this comprehensive assessment, Fig. 4 outlines the outcomes of the CIPP model evaluation of CFS implementation based on the "5S" culture, providing a clear visualization of the interconnection between context, input, process, and product dimensions.
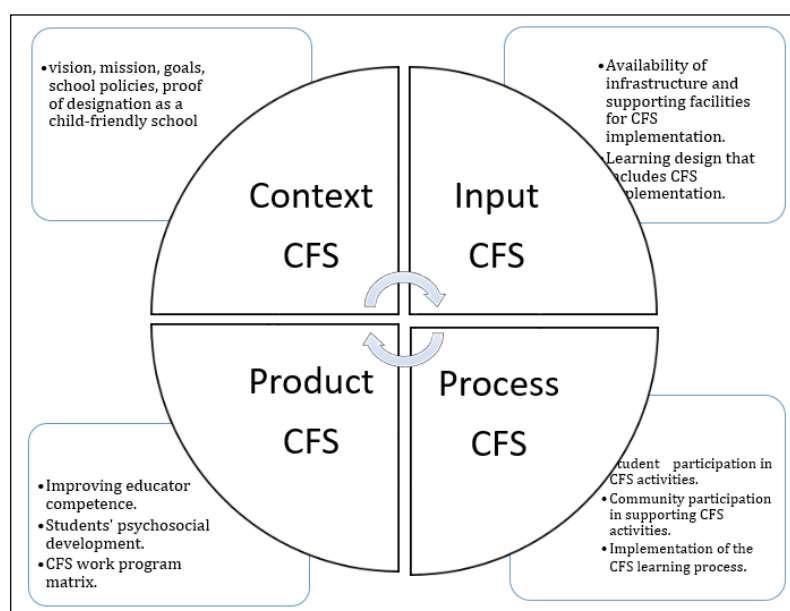
Fig. 4. Outlines the results of the CIPP model evaluation research about CFS based on "5S" culture

3.1. Context Aspect

There is a formulation of the school's Vision, Mission, and Objectives which contain anti-crime policies against children. The school's vision is to create intelligent, skilled people based on faith and science and technology as well as having a cultured character and an environmental perspective. The vision and mission are then translated into school objectives. The Decree of the Mayor of Yogyakarta Number 434 of 2016 in Yogyakarta [18], One of which is Ngupasan State Elementary School, Yogyakarta. In the CFS, the school's commitment in the form of a vision, mission, objectives, and internal decree containing anti-crime policies against children [19] has been fulfilled properly. The vision of Ngupasan State Elementary School, Yogyakarta is to create intelligent, skilled people based on faith and piety, science and technology, as well as being cultured and environmentally conscious. Meanwhile, the vision containing the school's commitment to anti-crime policies against children is in point F: fostering a sense of love for fellow human beings and the environment through school activities. The sentence fostering a sense of love for fellow human beings and the environment is an implementation point in providing a policy commitment to children by creating a safe, inclusive environment that cares about the common welfare. This implements the mission to improve. The mission is detailed in the form of school objectives as concrete steps to realize the vision. The target of Ngupasan

Elementary School, Yogyakarta regarding the anti-crime policy against children lies in point E: increasing students' sympathy and empathy in social care; point G: emphasizing mutual cooperation in class activities; point K: forming student behavior that cares about the surrounding environment; and in the long-term goal point A: designing learning with a model that is the hallmark of the school, namely "Adiwiyata" schools, child-friendly schools, cultural schools, disaster-responsive schools, and schools based on unity in diversity. In addition, this seriousness is also manifested by Ngupasan Elementary School, Yogyakarta by providing legality through the Decree of the Mayor of Yogyakarta Number 434 of 2016 concerning the determination of CFS in Yogyakarta. This decree stipulates that Ngupasan Elementary School, Yogyakarta is a school that has a character that cares about the surrounding environment, such as: (1) Fostering a sense of care for the surrounding environment, (2) Cultivating a sense of concern for the surrounding environment, Ngupasan officially holds the predicate of child-friendly. With this decree, the school can show that the decisions and policies made are legitimate and officially recognized. Thus, the school can run the program with confidence according to the applicable criteria and provisions.

3,2. Input Aspect

1) Facilities and infrastructure.

Criteria for child-friendly school facilities and infrastructure must at least have facilities and infrastructure such as health services, healthy canteens, bathrooms, classrooms, and places of worship. The availability of adequate facilities is part of the school's readiness to carry out CFS activities [20]. Based on the results of the study, the quality standards for CFS facilities and infrastructure were well met at Ngupasan Elementary School Yogyakarta. These facilities and infrastructure include the School health Unit room, healthy canteen, bathrooms, classrooms, and places of worship. However, the religious classroom facilities were stated to still need to be improved considering that the school has students with diverse religious beliefs. The recommendation given is that the school add facilities in the form of study rooms for each religious adherent according to needs. Multifunctional study rooms can also be provided that can be used together alternately. The school can make a rotation schedule for the use of these rooms so that students can get learning according to their respective beliefs. Limited facilities and infrastructure can affect the effectiveness of the CFS program [21], in addition, facilities and infrastructure must always be maintained so that they are adequate for activities.

2) Learning design is one of the crucial aspects that need to be considered before implementing activities

Learning Implementation Plan/ Teaching Module plays a strategic role in providing the best learning for students. Teachers must prepare learning designs in the form of RPP/teaching modules that have content that implements "5S" and is in accordance with student needs in the form of differentiated learning [22]–[24]. The results of the study showed that teaching modules were made with the concept of a child-friendly school based on the "5S" culture as a distinguishing feature, as well as a form of implementing the culture that has long been applied by the school. Although the school has not provided special training, teachers take the initiative to collaborate and help each other in preparing teaching module. Teachers independently learn from existing materials and then modify them according to class needs. Integration of "5S" in teaching moduled. Implementation of CFS in learning begins when teachers design teaching modules, and differentiated learning [25] is relevant to the CFS content and the "5S" culture. CFS criteria are expected to be translated into content in teaching module components which will later be used as guidelines in implementation. Teacher readiness in implementing the CFS program is carried out by inviting resource persons from the Regional Child Protection Commission to provide training. However, more specific reinforcement is still needed. In this case, the evaluation results show that training for teachers related to the preparation of lesson plans with CFS content has not been carried out.

3.3. Process Aspect

1) Student Participation

Freedom for students to play, learn, and choose extracurricular activities is one form of student participation in implementing the child-friendly school program [26]. The results of the study showed that Ngupasan State Elementary School supports and provides opportunities for students to participate by providing freedom to play and form peer study groups. This includes student participation in class discussions, group formation, and determining extracurricular activities according to interests and talents. Students have the opportunity to choose

extracurricular activities that are widely available in schools. Students are also free to choose peers to play and learn with, in special conditions such as for lower classes, still with teacher guidance. Certain learning strategies may also require different group management and must still be conditioned by the teacher [27]. The condition of freedom to choose extracurricular activities initially means that students pay less attention to their interests and talents [28], in its development there is a change in choice after some time. The school also facilitates changes in the choice of extracurricular activities within a specified time.

2) Community participation in supporting CFS activities

Schools are complex institutions with many components and individuals involved. In implementing child-friendly schools, the participation of parents, the community, other institutions, the business world, stakeholders, and alumni is needed. Collaboration between parents and school residents creates a positive and impactful school environment for children [29]–[31]. The results of the study showed the involvement of parents, the community, and other stakeholders in implementing the child-friendly school program. The involvement of parents/guardians is carried out through meetings and discussions with the principal. School committee, companies, and alumni. The school seeks donations in the form of food or drinks from parents and donations in the form of tools and others from alumni to be distributed to students in need.Implementation of CFS in learning. The implementation of the "5S" culture-based learning process is one of the important components in evaluating the implementation process of the child-friendly school program. Learning activities with the principles of gender non-bias, inclusive, paying attention to children's rights, and fairness are integrated with the form of not discriminating against students in the learning process and avoiding harsh language in class [32]. In its implementation, the "5S" culture is integrated into the teaching module. Learning activities are carried out by considering attitudes, behaviors, and interactions in the learning process. For example, students smile and greet friends when entering the class. The learning process begins with a warm greeting or greeting. In addition, when there is material that is not understood, students can ask in polite and courteous language. By implementing the "5S" culture in learning, teachers indirectly play a role in helping children develop social skills, self-confidence and responsibility [33]. The implementation of the "5S" culture in the learning process can improve students' psychosocial development, especially at the Industry vs Inferiority stage [34]. In learning, teachers accustom students to greet, say hello, smile when meeting friends, speak politely, and be polite to friends, teachers, and so on. Students are given the same rights, even though students have different diversity from one another. In learning, teachers have indirectly helped children develop social skills, self-confidence, and responsibility. In line with the stages of psychosocial development according to Erik Erikson, especially at the Industry vs Inferiority stage, children learn to feel competent and confident in their abilities to interact and work together.

3.4. Product Aspect

In terms of evaluating the product aspect of the program, this study refers to the achievement of the goals set for child-friendly schools. Product evaluation includes measuring the level of success of the program in achieving the goals of child-friendly schools. The implementation of this program has had a positive impact on students, the school environment, and the involvement of various stakeholders in supporting child-friendly initiatives.

1) Children's Psychosocial Development

Students are the main focus of a program in schools. Student development is one of the criteria for the success of the program. Based on the results of the study obtained, the implementation of the "5S" culture has an impact on students experiencing development in the form of children starting to look friendlier, more polite, and often greeting friends and teachers with a smile. In the learning process, students also show a more active attitude in discussing and daring to ask questions, reflecting an increase in competence and self-confidence [35]. Previously, students were still hesitant to participate in class discussions, but after the program was implemented, students began to show the courage to ask questions and be actively involved in discussions. In addition, students also appear friendlier and more polite, often greeting friends and teachers with a smile which shows an increase in social skills. Students feel more appreciated and motivated to interact with others. more polite, and often greet friends and teachers with a smile. In the learning process, students also show a more active attitude in discussing and daring to ask questions, reflecting an increase in competence and self-confidence

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2) CFS Work Matrix Program

Evidence that schools have also succeeded in implementing knowledge about children's rights with the CFS Work Matrix Program as a guideline for its implementation.

3.5. Challenges and obstacles faced include

New students accepted at this school come from diverse families and preschool education backgrounds. Efforts are needed to familiarize new students with CFS. Teachers' understanding of CFS must always be improved so that they can develop it creatively in planning and implementing learning, as well as outside of learning by considering the diverse characteristics of students. The decision to establish a child-friendly school already exists, but it needs to be developed more completely and more operational regulations so that it is easy for students to understand. The implementation of CFS is not just a smile, greeting, greeting, being polite, and being polite practiced by teachers by welcoming students when they come to school. 5S is expected to always color all activities in learning and outside of learning. There are many challenges to implementing the CFS Program sustainably, from all parties involved. Understanding, awareness, and commitment from all parties in the school are needed. Operational policies and guidelines on CFS in schools need to be formulated and socialized properly to all parties. Development of teacher competency, principal managerial skills, and even synergy of cooperation with various external parties is needed. Community participation also needs to be optimized to support the success of child-friendly schools. In order for the implementation of child-friendly schools to be better and sustainable, supervision and evaluation are needed. Evaluation feedback can be the basis for continuous improvement.

4. Conclusion

The recommendations for the future development of the Child-Friendly School (CFS) program encompass several interrelated aspects that must be implemented in an integrated manner. In terms of context, the long-term development policy as stipulated in the Mayor of Yogyakarta Decree Number 436 of 2016 regarding the determination of needs must be effectively disseminated to all internal and external stakeholders to foster shared understanding and commitment. In terms of input, schools are expected to provide additional facilities such as places of worship in accordance with the number of religions represented, or alternatively establish multifunctional prayer rooms with a rotation schedule, as well as develop collaborations with nearby religious institutions to accommodate the diversity of students' beliefs. Regarding the process, it is necessary to provide training on the preparation of lesson plans or learning modules that are more engaging, interactive, and aligned with CFS principles, alongside the establishment of student forums to encourage the articulation of ideas and enhance participation. Community involvement should also be expanded by creating broader opportunities for collaboration, enabling members of the community to serve as resource persons, and encouraging constructive criticism, suggestions, and feedback related to school activities and the learning environment. With respect to products, the outcomes of the CFS program must be continuously improved through systematic evaluation and feedback, particularly as new students are enrolled and integrated into the school community, thus ensuring the effectiveness and sustainability of program development. The evaluation of CFS implementation based on the "5S" culture at Ngupasan Elementary School, as guided by the Deputy for Child Growth and Development, has demonstrated positive outcomes. In terms of context, the school has established an anti-crime policy against children, formalized in its vision, mission, and objectives. In terms of input, the school provides facilities and infrastructure in accordance with regulatory standards and implements a learning concept rooted in the "5S" culture. In the process dimension, student participation is facilitated through the freedom to play, learn, and select extracurricular activities, while external stakeholders such as the Regional Child Protection Commission of Yogyakarta, the Regional Public Hospital of Yogyakarta, health centers, and parents play active roles in supporting implementation. The school has also adopted child-friendly learning practices grounded in the "5S" culture that are

gender-neutral, inclusive, fair, attentive to children's rights, and carried out with compassion, integrated into everyday school activities. In terms of products, teachers and education personnel have received training on children's rights, and the school has implemented an annual work plan as a follow-up to the CFS program. The application of the "5S" culture in daily activities has had a positive impact on the psychosocial development of students, indicating that Ngupasan Elementary School has successfully created a learning environment that promotes the fulfillment of children's rights and psychosocial growth in accordance with the guidelines of the Deputy for Child Growth and Development.

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Declarations

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