

SCHOOL PRINCIPAL'S STRATEGY IN REALIZING CHILD FRIENDLY SCHOOL POLICIES AT SMA NEGERI 70 JAKARTA

Heru Santosa¹⁾, Siti Zulaikha²⁾ Muhammad Aditya Zahran³⁾

Author Affiliations

¹ Education Management, Faculty of Education, Jakarta State University, Jakarta, Indonesia

² Education Management, Faculty of Education, Jakarta State University, Jakarta, Indonesia

³ Education Management, Faculty of Education, Jakarta State University, Jakarta, Indonesia

Author Emails

a) annisaevanurabia@gmail.com b) SitiZulaikha@gmail.com

Corresponding author: hsantosa@unj.ac.id

Abstract. the purpose of this research is about finding out how the principal's strategy in realizing child-friendly school policies at SMA Negeri 70 Jakarta. The sub focus of this research is the 5 principles in implementing child-friendly school policies, including non-discrimination, the best interests of children, life; survival and development, respect for the child's view and good management. This research was conducted from April to October 2022. The method used in this research is a qualitative approach with a descriptive method. Data collection was carried out by interviews, observation and documentation studies. The informants in this study were school principals, vice principals for student affairs, vice principals for public relations and infrastructure, teachers and students at SMA Negeri 70 Jakarta. This research shows that in implementing child-friendly schools through its principles, it has a strategy in its implementation, including forming a Child-Friendly School Team, forming "Change Agents", implementing Child-Friendly School Standards, repairing and procuring school facilities and infrastructure to support learning activities and student development in schools, carrying out religious activities in a fair and non-discriminatory manner, establishing standard child-friendly school rules, and implementing students' learning that focuses on an effort to meet the interests and needs of the students themselves. Apart from that, in implementing the child-friendly school policy at SMA Negeri 70 Jakarta, there is a target that must be achieved, namely eliminating bullying, sexual violence and intolerance. As well as the implementation of child-friendly school policies which are updated continuously every year in an effort to pay attention to the diversity of students who change every year.

Keywords: Strategy, Principal, Child Friendly School.

1. INTRODUCTION

Education is an important factor in creating a quality society as an effort to advance a country. Education can be said to be one way to realize progress in people's lives and also as an effort to improve the welfare of the people.

In Law Number 20 of 2003 concerning the National Education System, it is also explained that national education has the function of developing abilities and forming a dignified national character and civilization in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who believe and fear God. The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

In the opinion of the author, who has experienced primary to secondary education for 12 years, school as an educational institution should be a place or place that is comfortable and safe for children and students in Indonesia. Implementing educational activities in schools should provide a comfortable impression to make students feel that

education is something fun. If the implementation of education at school creates a safe and comfortable situation and conditions, this will make students at school more interested in continuing to gain knowledge.

As of January 1, 2022, there were as many as recorded 5,165 cases of violence occurred in children aged 6 to 17 year reported on Online Information System for the Protection of Women and Children (Simfoni). Judging from the figures that reach more than 5,000 cases of violence against children, this indicates that children's rights to safety and comfort are still not being realized properly. The amount of data showing the high number of cases of violence against children indicates that in everyday life there is still a lot of violence that occurs involving children in cases of violence.

In its development, the implementation of education cannot be separated from acts of violence that occur in schools and other educational places. Based on the Online Information System for the Protection of Women and Children (SIMFONI PPPA), as of January 1 2021 to May 30 2022, the number of victims of violence based on the location of the incident in schools was recorded at 1153 victims.

Apart from that, there is also the number of violence explained in terms of the perpetrator based on the relationship with the victim, according to the teacher's statement as of January 1, 2021 to May 30, 2022, as many as 680 perpetrators. With the figures presented, it can be seen that there are still many cases of violence occurring in schools, and involving the perpetrators of this violence by individual teachers who are not responsible for their profession.

Ersilia in "Bullying in schools: the state of knowledge and effective interventions" explains:

"The frequency of bullying perpetration is indeed higher in classrooms where reinforcing the bullies' behavior is common and defending the victimized classmate is rare, implying that bullying is socially rewarded"

In the journal, it is explained that the frequency of bullying in class is higher in classes that consider bullying as normal, do not defend victims of bullying, and imply that bullying in class is something that is valued.

Based on the explanation above, the author tries to conclude that if violent activities in the classroom are not responded to properly, it will increase the amount of violence that will occur subsequently. Therefore, something that is needed to prevent things such as violence such as bullying needs to be prevented with policies that can anticipate and prevent violence such as bullying at school.

As a country that adheres strictly to the law, the state guarantees the fulfillment of all the rights of its citizens, including in this case children who in their daily lives also hold the title of student. So, in implementing education in schools, the government also regulates these activities in order to guarantee the creation of a sense of security and comfort in learning for students at school as a manifestation of fulfilling the rights of every citizen.

According to the author, the existence of schools as a place where education is carried out in Indonesia can be a factor in creating a safe and comfortable environment for students. In implementing learning at school, it should be obtained safe and comfortable elements for students in carrying out their learning.

One form of creating safe and comfortable schools is realizing a Child-Friendly School Policy. As a manifestation of the state in realizing children's rights in education, it is necessary to protect students and students from all forms of violence that occur at school.

One of the government's efforts to ensure that children's rights are fulfilled, especially in the implementation of education in schools, is the creation of a Child-Friendly Schools policy. The child-friendly school policy is based on Ministerial Regulation No. 8 of 2014 concerning Child-Friendly School Policy which aims to fulfill, guarantee and protect children's rights through a Child-Friendly School policy, as well as ensuring that each educational unit develops children's interests, talents and abilities as well as prepare children to be able to responsible to a life of tolerance, mutual respect, and cooperation for progress and a spirit of peace.

With these regulations, is one of the foundations for every school as a setting for the implementation of education in implementing Child-Friendly School policies in carrying out teaching and learning activities every day.

The implementation of a policy cannot be separated from the existence of strategies or methods that are carried out specifically with the aim of helping the successful implementation of a program. According to Marrus in Eris

Juliansyah, explains strategy which is defined as a process of determining plans by top leaders that focus on the long-term goals of the organization, accompanied by the preparation of a method or effort on how to achieve these goals.

Drawing from the definition above, strategy can be seen as a plan determined by top leaders, in this case it can also be implemented in schools, namely by the principal who determines plans for the school's long-term focus which is carried out by formulating a way to achieve the specified goals.

The existence of a strategy in implementing a policy can provide good impact and support for the implementation of these activities. Therefore, in implementation Child Friendly School policy as one of the policies implemented by educational institutions, namely schools, cannot be separated from the strategies implemented in the process implementation that policy.

And the position of the school principal as the top leader has control in implementing the policies that will be implemented in the organization or school he leads. The school principal has a role in determining strategies that can be implemented in implementing policies implemented in the school. It is also inseparable that implementing the Child Friendly School policy also requires strategies in its implementation, so that the predetermined goals can be achieved.

As a pioneer school that declared itself as the first Child-Friendly School to receive Child-Friendly School standardization from the Ministry of Women's Empowerment and Child Protection (KEMENPPPA), SMA Negeri 70 Jakarta is a school that implements the Child-Friendly School Policy in its teaching and learning activities every day. In an effort to prepare the background for this research, the researcher conducted a Grand Tour Observation on April 28 2022 with Mrs. Istiqomah as Deputy for Student Affairs at SMA Negeri 70 Jakarta. During the Grand Tour Observation activity, researchers received information that in implementing Child-Friendly Schools at SMA Negeri 70 Jakarta, several activities and programs had been implemented to realize the implementation of the Child-Friendly School Policy.

Based on information from Mrs. Istiqomah as a resource person whom researchers met during the implementation of Child Friendly Schools at SMA Negeri 70 Jakarta, she stated that the implementation of the Child Friendly School Policy is one of the programs that is focused on its implementation by the current Principal of the School, Mrs. Ratna Budiarti. Coinciding with the current Principal's tenure at the same time as the implementation of the Child Friendly School policy in high schoolCountry 70 Jakarta, which is the pioneer school of Child Friendly Schools in DKI Jakarta with national standards implemented by the Ministry of Women's Empowerment and Child Protection. Implementation of the Child Friendly School policy is carried out every day by involving various parties as a form of cooperation to make the Child Friendly School Policy a success.

Apart from that, there was also a decrease in cases of bullying violence and brawls that occurred during the implementation of the Child Friendly School policy at SMA Negeri 70 Jakarta. According to the explanation given by the Deputy Principal for Student Affairs at SMA Negeri 70 Jakarta, before 2019 the average number of bullying cases occurred around 3-4 cases a year, while the number of brawls occurred around 1-2 cases.per year. Since 2019 and coincides with the implementation of the Child Friendly School policy in State High Schools 70 Jakarta, there was a decrease in bullying cases to only 1 case a year, while brawl cases completely disappeared or 0 cases.

By presenting the background and explaining the results of the researcher's findings during the Grand Tour Observation some time ago, the researcher was interested in conducting research and exploring further regarding the Principal's Strategy in Realizing Child-Friendly School Policies with the research title as follows: "School Principal's Strategy in Realizing a Child-Friendly School Policy at SMA Negeri 70 Jakarta.

2. LITERATURE REVIEW

a. Principal Strategy Concept

The definition of strategy according to Suhardan in (Eka Mayasari and Muhammad Syarif)⁸, "Strategy is a joint means with long-term goals to be achieved. Strategy for improving the quality of education and the quality of learning through adequate efforts to achieve success." According to Fred

David in (Muhammad Hadi)⁹, Strategy can be defined as the art and knowledge of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its goals. In addition, the Cambridge Dictionary explains the definition of Strategy as follows: *“Strategic means relating to the way in which an organization, country, etc. decides what it wants to achieve and plans actions and use of resources over time to do.”* Where the definition of strategy according to the Cambridge dictionary is as a way in which organization, country And others are chosen to decide what to do achieved And plan actions and use of resources that you want to use from time to time. Alfred Chandler in (Natalia Baczyk) state definition strategy is as: *“The determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources for carrying out these goals.”*

From the theory put forward by Alfred Chandler above, the definition of strategy is determining the long-term basic achievements and goals of a company, and how to implement the actions that will be carried out, as well as determining the allocation of resources that will be used to achieve the goals that have been set.determined.

Drawing from several concepts and theories stated above, the author can conclude that the definition of strategy is the method chosen by an organization in an effort to achieve organizational goals, as well as determining how to organize step- steps that will be taken in an effort to maximize the achievement of organizational goals.

Remember Kadarsih explained that the principal is a teacher who is appointed to run the school. Or assigned to be a school leader to advance and accelerate the achievement of school goals. The principal occupies an important task in directing all school personnel exist, in order to work together in achieving school goals.

According to Wahjosumidjo, a school principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where interaction between teachers takes place.gives lessons and students who receive lessons. Meanwhile, the definition of a principal according to Mestry and Tucker and Codding in (Bhujel):

“Principals in the 21st century have to execute multi-faceted roles, in order to achieve the targeted goals that the schools have expected. Several research studies emphasize the importance of principals taking on strong leadership in establishing the well-equipped schools. Principals usually perform three compatible roles of; manager, leader and administrator at school level.”

Based on the theory above, the author tries to conclude that a school principal in the 21st century is someone who must be able to carry out a multi-faceted role, to achieve the school's expected goals. Several research studies explain the importance of school principals exercising strong leadership in establishing schools. Principals typically perform three compatible roles; managers, leaders and administrators at school level.

If it is concluded from several definitions of the Principal, the author concludes that the meaning of a school principal is a person who is given the task of leading a school to organize and direct all his subordinates in an effort to achieve the school's goals and targets.

So from the understanding of strategy and school principals, the author tries to conclude the meaning of school principal strategy. The method chosen by the principal as the leader of the organization, in this case the school, as an effort to achieve the school's goals, as well as determining how to organize the steps that will be taken in an effort to maximize the achievement of existing goals and programs at the school.

b. Child Friendly School

Child-Friendly Schools are programs to create safe, clean, healthy, caring and culturally environmental conditions, which are able to guarantee the fulfillment of children's rights and protection from violence, discrimination and other abuse, as long as children are in educational units, as well as supporting children's participation especially deep planning, policy, learning and supervision. In this way, a child-friendly school is not about building or creating a new school, but making the school a comfortable place for children, and ensuring that the school fulfills children's rights and protects them, because the school is a second home for children, after their own home.

According to the Minister of Empowerment Regulation Woman And Republic of Indonesia Child Protection No. 8 of 2014 concerning Child Friendly Schools,¹¹ The definition of a child-friendly school is a formal, non-formal and informal education unit that is safe, clean and healthy, environmentally caring and cultured, capable of guaranteeing, fulfilling, respecting children's rights and protecting children from violence, discrimination and other abuse and supporting participation. children, especially in planning, policies, learning, supervision and complaint mechanisms related to fulfilling children's rights and protecting children in education. From the definition above, the author can conclude that the definition of a child-friendly school can be interpreted as an educational unit that is aware of the rights and protection of children as students, as well as an effort to guarantee the fulfillment of children's rights. as well as protecting children from violence that will occur in places where education is held, both formal, non-formal and informal education. Legally, Child Friendly Schools refer to children's rights in relation to the 1945 Law article 28C which states:

"Everyone has the right to develop themselves through fulfilling basic needs; the right to receive education and benefit from science and technology, arts and culture, in order to improve the quality of life and for the welfare of humanity." Furthermore, Hajaroh explained that the constitutional provisions for schools are child friendly operational. Referring to Article 9 Paragraph (1) of Law Number 23 of 2002 concerning Child Protection, it is stated that:

"Every child has the right to receive education and teaching in order to develop their personality and level of intelligence in accordance with their interests and talents."

The legal basis for child-friendly schools also refers to Article 54 of the Child Protection Law, which states: "Children in and within the school environment must be protected from acts of violence committed by teachers, school administrators or their friends within the school concerned, or other educational institutions." And article 70 Paragraph (2) states; "Everyone is prohibited from treating children by ignoring their views in a discriminatory manner, including labeling and equalizing education for children with disabilities." In an effort to establish and develop child-friendly schools is based on several principles which are explained as follows:

- a. Non Discrimination, namely guaranteeing the opportunity for every child to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion and parental background;
- b. The best interests of the child. This principle consists of always making it the primary consideration in all decisions and actions taken by education managers and administrators relating to students;
- c. Life, survival, and development. In this principle, it takes the form create an environment that respects the dignity of children and ensures the holistic and integrated development of each child;
- d. Respect for children's views. This principle includes respect for children's rights in terms of expressing views on all matters that affect children in the school environment; And
- e. Good management. In this case, guaranteeing transparency, accountability, participation, openness of information and supremacy of law in educational units.

3. RESEARCH METHODS

Type, Place and Time of Research

The approach used by researchers is qualitative research with descriptive methods. According to Sugiyono, the qualitative approach is a research method used to obtain in-depth data, and data that contains meaning, with data collection that is triangulation, and inductive data analysis based on facts found in the field and then constructed into hypotheses and theories. Descriptive research in Almasdi Syahza's book,¹⁷ is stated to be research that intends to make hostage statements (descriptions) of situations or events. According to Sugiyono,¹⁸ the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research the conditions of natural objects (as opposed to experiments) where the researcher is the instrument. Key data collection techniques are carried out sequentially triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. In this sense, descriptive research is the accumulation of basic data in a purely descriptive manner, without the need to search for or explain interrelationships, test hypotheses, make predictions, or derive meaning and implications.

This research was conducted at SMA Negeri 70 Jakarta with research subjects totaling 5 (five) people. The techniques used in this research are observation, interviews and documentation studies, using 2 (two) types of data sources, namely primary data and secondary data. This research was carried out between April and October 2022.

4. RESULTS AND DISCUSSION

Results

a. The Principal's strategy in realizing the Principle of Non-Discrimination in the Child Friendly School policy at SMA Negeri 70 Jakarta.

The results of the researchers' findings were related to the implementation of the principle non-discrimination in the Child Friendly School policy at SMA Negeri 70 Jakarta, namely typenon-discriminationWhat is of concern at SMA Negeri 70 is religious discrimination, social class, economics, and especially acts of bullying. Implementation of principles non-discriminationThis is done through various methods starting from the time of new student registration, to the time of deployment students in class, celebrating religious activities and implementing differentiated learning as a form of principle realization non-discrimination in the classroom. In terms of implementing new student registration (PPDB), there are several entry routes, one of which is the affirmation route, namely for students who have KJP and KIP+ with a certain capacity for the number of students they wish to accept. This is one form of principle non-discrimination at SMA Negeri 70 Jakarta. Starting from registration until you officially become a student at SMA Negeri 70 Jakarta, the service provided to each student is the same and there is no difference in all the entry routes for students to enter SMA Negeri 70 Jakarta.

Apart from that, the distribution and mapping of students in each class is filled in equal proportions. For example, there are the same number of students from lower middle class families in each class. This is done as an effort to achieve equality between each student and realize the principlesnon-discrimination between students in class. Principle formnon-discriminationFrom a religious perspective, this is done by facilitating and fully supporting every activity from all religions adhered to by students at State High Schools 70 Jakarta. Principle plantingnon-discrimination from a religious perspective applied to students during religious celebrations. For example, during the Ramadan fast breaking activity for Muslim students, non-Muslim students participated as committee members and helped with the religious activity. Apart from that, if there are other religious activities, Muslim students or students who are members of the Rohis also help with other religious activities. Harmony and togetherness are instilled in the souls of students to always live side by side even though they have different beliefs.

And shapenon-discriminationthat is realized in the classroom is done with method apply differentiation learning. Where differentiation learning is a form of respecting the differences in abilities and capacities of students. Teachers serve students according to student needs. More attention is given to students who really need it. Teachers act/provide learning based on students' needs by providing varied learning in the sense that teachers provide learning that suits the needs of each student.

So that several efforts and strategies are implemented to realize the principlesnon-discriminationat SMA Negeri 70 Jakarta makes students feel aware of the need to respect fellow students. And with the realization of the principle non-discrimination reducing the number of bullying cases that arise due to forms of discrimination

b. The Principal's strategy in realizing the Principle of the Best Interests of the Child in the Child Friendly School policy at SMA Negeri 70 Jakarta.

In implementing the principal's strategy in realizing the principle of the best interests of children in the child-friendly school policy at SMA Negeri 70 Jakarta, it begins with coordination carried out by the Principal in the

Work Meeting activities at the start of the school year. The Principal conveyed this to the ranks of Deputy Principals, Teachers, Employees, Committees and Parent representatives.

Furthermore, in following up on instructions and coordination from the Principal, the Deputy Principal for Student Affairs took several steps in an effort to realize the principle of the best interests of the child. This includes providing support and licensing for student activities outside of students' academic activities at school. For example, at SMA Negeri 70 Jakarta there are several students who are active athletes in sports. Based on this, the school, in this case the Deputy Head Schools in the Student Affairs sector carry out their role in providing support to these students, including when granting permission if there are competition activities outside of school by providing certain conditions for them to be able to leave classroom learning. Apart from that, in the formulation of the rules, students are also involved with the aim that these rules do not burden students and better meet the interests of students at school. Meanwhile, the Deputy Principal for Facilities and Infrastructure in terms of realizing the principle of the best interests of children, he carries out his duties in terms of realizing the best interests of children by realizing the existence of facilities and infrastructure in the school that can provide full support for the best interests of children. Such as maintaining and caring for all school facilities and infrastructure in order to maintain the functional value of means and the infrastructure can still be used by students to meet the needs and activities of students at school.

Furthermore, subject teachers carry out their duties in the classroom by providing the best learning. He applies the principle of the best interests of the child by implementing learning that is centered on the needs and circumstances of each student and creating varied learning to suit the needs of the subject matter and the character of each student.

So as students, the informants interviewed by researchers felt that their interests as students in terms of education and learning at school had been fulfilled. For example, it provides opportunities for enrichment and improvement of grades for students who have not yet met their subject grades.

c. The Principal's strategy in realizing the Principles of Life, Sustainability and Development in Child Friendly School policies at SMA Negeri 70 Jakarta

In implementing the principal's strategy in realizing the principles of life, survival and development, several methods are carried out among them SMA Negeri 70 Jakarta provides several types of economic assistance and various kinds of extracurriculars in an effort to facilitate student development. For example, in the principles of life and survival at SMA Negeri 70 Jakarta, the provision, distribution and utilization of the KJP (Smart Jakarta Card) and KIP+ (Smart Indonesia Card Plus) programs are carried out in an effort to provide assistance for students' survival. Apart from that, there are examples of activities to realize the principles of life and survival, there is a program to help each other among students during the implementation of distance learning during the last pandemic which was managed through the class teacher to seek and distribute assistance between parents of students who have more abilities to the students' families. requiring. Furthermore, there is a counseling session provided by school counseling guidance to all students who wish to undergo counseling regarding the obstacles and problems they are facing, as a form of school attention to the problems and survival of students. In an effort to realize the principles of development of State High School students 70 Jakarta provides 20 types of extracurriculars which aim to be a forum for developing all students' interests and talents. It is hoped that the variety of extracurricular options available at SMA Negeri 70 Jakarta can give students the freedom to choose extracurriculars according to their interests and talents. However, it cannot be separated from the use of school facilities and infrastructure in terms of student development at SMA Negeri 70 Jakarta, preparing facilities and infrastructure to provide support for efforts

to realize principles of development for students. For example, the construction of gazebos and gardens that students can use for useful activities outside the classroom. Apart from that, the provision of facilities and infrastructure needed by students in extracurricular activities is also carried out well so that these activities can run well. Apart from that, SMA Negeri 70 Jakarta guarantees security and safety for students in the use of facilities and infrastructure at school as an effort to ensure student safety at school and the principles of life and survival.

So with the utilization and distribution of the Jakarta Smart Card (KJP) and Smart Indonesia Card Plus (KIP+) programs, assistance to fellow students managed by the class teacher, provision of counseling by Counseling Guidance teachers, provision of 20 extracurricular and providing facilities and infrastructure to support student activities at school

d. The Principal's strategy in realizing the Principle of Respect for Children's Views in the Child Friendly School policy at SMA Negeri 70 Jakarta

In an effort to realize the principle of respect for children's views at SMA Negeri 70 Jakarta, there is a forum provided by the school in the form of a Google form which is intended for students to express their opinions and views on the school. The Google form contains input and views of students addressed to the school, both teachers and school management. In this Google form, the identity of the sender or giver of input or views is kept secret by the school in order to provide comfort and security for students to be able to express their opinions.

Apart from that, efforts to convey students' views in class are also carried out well. As a teacher, the aim of learning is to create a creative mindset and bring out critical thinking from students. Sometimes the teacher in class provide a stimulus to students with the aim of provoking students to dare to express opinions on the video. Right or wrong is a matter of concern, in the sense that the student's opinion is accepted first and if there is an error regarding the way of thinking and opinion then it is corrected. How can students not feel guilty and afraid to express their opinions?

The Principal's strategy in realizing Good Management Principles in the Child Friendly School policy at SMA Negeri 70 Jakarta In realizing the principles of good management in the child-friendly school policy at SMA Negeri 70 Jakarta, this was done by initially creating a Child-Friendly School Team consisting of several Deputy Principals, Teachers, parent representatives and students. Apart from that, the implementation of Child Friendly Schools at SMA Negeri 70 Jakarta involves various aspects of the school starting from rules, school facilities and infrastructure to learning in the classroom. Involving all elements of the school starting from management, teachers, employees, parents, students, committees, local education observers such as RT/RW, alumni, education services, police and other stakeholders.

Apart from that, in its management SMA Negeri 70 Jakarta became the first school in DKI Jakarta to have passed the Child Friendly School standardization certification from the Ministry of Women's Empowerment and Child Protection with national standards. With this standardization, the rules and regulations have been reformed to become the standard rules for Child-Friendly Schools. Apart from that, there are efforts to complete and improve school facilities and infrastructure in accordance with Child Friendly School standards. So for 3 months the implementation of the Child Friendly School standardization resulted in satisfactory results by successfully obtaining a Child Friendly School standardization certificate from the Ministry. Women empowerment and Child Protection. And in managing Child Friendly Schools, SMA Negeri 70 Jakarta

has a target in efforts to achieve Child Friendly Schools at SMA Negeri 70 Jakarta, namely eliminate the 3 big sins of education, there must be no sexual violence, there must be no bullying and there must be no intolerance. And also implementing the principle "Children come happy, go home happy" in the sense of providing good service and satisfying participants so as to provide happiness in every learning activity carried out at school.

5. DISCUSSION

In relation to the theoretical study explained above, the implementation of the principal's strategy in realizing child-friendly school policies at SMA Negeri 70 Jakarta is as follows:

a. **Principal's strategy in realizing the principle of non-discrimination in the Child-Friendly School policy at SMA Negeri 70 Jakarta**

Based on the principle of non-discrimination, we have attempted to carry out several actions aimed at eliminating forms of discrimination in schools, especially among students. With the hope of providing security and comfort in learning for students at SMA Negeri 70 Jakarta, including service and support for all religious activities of religious followers at SMA Negeri 70 Jakarta. Non-discrimination, namely guaranteeing the opportunity for every child and school member to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion and parental background.

Apart from that, there are facilities and infrastructure available which are a form of support for students who want to carry out worship activities or other religious celebrations. A form of preventing discrimination against disabilities, gender, ethnicity and parental background is carried out by trying to provide the best educational services in schools.

The educational services provided are the same and do not differentiate between students based on economic class or student entry route. Apart from that, the distribution of students in each class is filled with a composition that is regulated so that there are no special or exclusive classes, each class is filled with a variety of students from different backgrounds so that there is equality and distribution of services provided in each class. .

b. **The Principal's strategy in realizing the Principle of the Best Interests of the Child in the Child Friendly School policy at SMA Negeri 70 Jakarta**

The best interests of children are always the main consideration in all decisions and actions taken by education managers and administrators relating to students. In line with the definition above, the implementation of the Child Friendly School policy at SMA Negeri 70 Jakarta is carried out with coordination by the Principal with all school management, teachers and school employees that all programs at SMA Negeri 70 Jakarta are an effort to prioritize the interests of students as the main priority.

In knowing the interests of students, schools try to find out what students' needs and desires are. Parents and students are given the opportunity to convey input and suggestions regarding the students' needs. As for implementation, students' interests are not only studying at school. However, there is a learning process that occurs outside of school. For example, the participation of students as participants in a competition, both academic and non-academic competitions. As a school that supports all forms of

interests for students, SMA Negeri 70 Jakarta provides permission and full support for students' forms of learning outside of school. This is done for the good and progress of the students themselves. Because it does not rule out the possibility that students learn from activities outside of school, such as during competitions.

The interests of students are the main interests which are one of the school's objectives in carrying out teaching and learning activities at school. Quoting the opinions of Jones and Vern, he explained that there needs to be an understanding of students' personal needs, because children need someone who can understand them according to their level and create a personal relationship. By knowing what students' needs are, the principle of best interests is that children's education in Child Friendly School policies will be easier to realize.

c. Principal Strategy in realizing Principle Life, Continuity Life And Developments in Child Friendly School policies at SMA Negeri 70 Jakarta

In implementing the Child Friendly School policy there is a principle of life and sustainability life and development. At SMA Negeri 70 Jakarta there are several programs aimed at realizing the principles of life and sustainability life participant educate. Where students are given services and distribution of assistance through the KJP and KIP+ programs which are derivatives of government programs for students who own lack of ability in economic matters, so that students who have it is hoped that these deficiencies will continue to receive education like other students. In line with Law Number 20 of 2003 concerning the National Education System Article 12 paragraph (1) letter d: "Every student in every educational unit has the right to: d. Obtain educational costs for those whose parents cannot afford their education." Referring to the law above, the distribution of KJP and KIP+ assistance at SMA Negeri 70 Jakarta can be said to be an effort to realize the principles of life and survival of a student who has the right to be able to fulfill his educational needs as a child which is guaranteed by the state.

Student development is also one of the principles of Child Friendly Schools. The development of students is the responsibility of the school in this case as a place for them to study. In this development principle, SMA Negeri 70 provides various types extracurricular which is prepared to support the development of students' abilities and knowledge at SMA Negeri 70 Jakarta. As another example, efforts to develop students at SMA Negeri 70 Jakarta are supported by the provision of facilities and infrastructure which are provided based on the needs of students in teaching and learning activities as well as student activities outside of teaching and learning activities.

d. The Principal's strategy in realizing the Principle of Respect for Children's Views in the Child Friendly School policy at SMA Negeri 70 Jakarta

In creating effective school management, it cannot be separated from the input and views expressed for a program that is being implemented. Likewise the views expressed by students. As human students too has the right to express the opinions and aspirations he has. In line with statutory regulations that regulate the rights of citizens to express opinions. In Article 28E of the 1945 Constitution Paragraph

3 which reads, "Everyone has the right to freedom of association, assembly and expression of opinion."²³ So as part of Indonesian citizens, students have the same right to freedom put forward his opinion.

In expressing their opinions, students have the right to have their opinions respected. Opinions expressed by students have the same meaning as opinions expressed by other people. So respect for children's views is one of the principles in the Child Friendly School policy.

Respect for children's views includes respect for children's rights to express their views in all matters that affect children in the school environment. In classroom learning, the opinions and views expressed by students can be said to be a sign of the students' activeness. Not only in learning activities in class, the views and opinions of students expressed at school are aspirations which do not rule out the possibility of good ideas.

InimplementationThe principle of respect for children's views, at SMA Negeri 70 Jakarta has provided a forum for students who wish to express their opinions and views. One of them is the provision of a Google Form that students can use to convey their views and opinions to the school. With the Google Form, it can make it easier for students to conveylook andhis opinion to the school. Apart from that, for students who still do not have the courage to express their opinion, students do not need to worry, because in Google Form students do not need give his identity as sender view and opinions, so that his identity will be kept confidential by the Google Form manager. Not only that, during classroom learning, teacher representatives are informantsinterviewAlso explain that there is a wide space for opinions for students when studying. Sometimes the teacher also provides stimulus to students by providing a video learning, WhichkThen students are given the opportunity to give their opinion on the video. Students are right or wrong in their opinions And conveying one's views is not the main thing, the most important thing as a teacher is accepting and correcting them If there is mistakes regarding the way of thinking and opinions of learners.

e. The Principal's strategy in realizing Good Management Principles in the Child Friendly School policy at SMA Negeri 70 Jakarta

In implementing a policy, there are ways that must be done. Including the management of a Child-Friendly School requires good management so that it can run well. What is meant by the principles of good management, namely ensuring transparency, accountability, participation, openness.

In managing Child-Friendly Schools at SMA Negeri 70 Jakarta, it starts with the formation of a Child-Friendly School team which involves the participation of several Principals, Deputy Principals, Teacher Representatives, Student Parent Representatives and Student Representatives. Managing the Child Friendly School policy involves all elements within the school and elements outside the school, such as management, teachers, employees, parents, students, committees, observers.

local education such as RT/RW, alumni, education services, police and other stakeholders. This is in line with the theory put forward by Luthfiana Ambarsari and Harun in their research, that to create a child-friendly environment in the school environment can be done by creating a harmonious school social environment, namely an environment with good relations between the school community, parents of students and with stakeholders. other interests. Management is also commonly called management. Management according to Daft and Marcic (2009) means that management is achieving organizational goals effectively and efficiently through planning activities, organizing, leadership and monitoring organizational resources.

The management of Child Friendly Schools at SMA Negeri 70 Jakarta starts at stageplanningby forming a Child Friendly School Team (SRA), by developing a plan to take part in the national standard Child Friendly School Standardization Certification program fromMinistryWomen's Empowerment and Child Protection. After that, the Principal as the leader of the institution took action by organizing several elements of the school to carry out activities that support the realization of the Child Friendly School policy, such as coordinating with the Deputy for Student Affairs, Curriculum and the Deputy for Facilities and Infrastructure to carry out their functions in accordance with School standards. Child Friendly.

In the leadership of the Principal of SMA Negeri 70 Jakarta in implementing the Child-Friendly School policy, SMA Negeri 70 succeeded in achieving the National Child-Friendly School Standardization certificate and achieved 1st Place in Healthy Schools. Head SMA Negeri 70 Jakarta serves as Principal and Facilitator of Child Friendly Schools at the National level which makes the management of Child Friendly Schools at SMA Negeri 70 Jakarta more focused because it can be said to be handled directly by an expert who understands the policy. The management of Child Friendly Schools at SMA Negeri 70 Jakarta is carried out in cycles which continues to this day. So that no program is interrupted or stopped if it has reached a certain target.

6. CONCLUSIONS

Based on the results of research and analysis of the Principal's Strategy in Realizing Child-Friendly School Policies at SMA Negeri 70 Jakarta, the following conclusions can be drawn: The Child-Friendly School Policy at SMA Negeri 70 Jakarta begins with forming a Child-Friendly School Team consisting of representatives of the Deputy Principal, Teachers, parent representatives, and students and implementing a declaration as a Child-Friendly School in 2019. In its implementation, SMA Negeri 70 Jakartafollowstandardization of Child Friendly Schools organized by the Ministry of Women's Empowerment and Child Protection (PPPA) and succeeded in obtaining a standard certificate for Child Friendly Schools organized by the Ministry of PPPA. Apart from that, the implementation of Child Friendly Schools is also carried out by forming a Change Agent Team consisting of students from SMA Negeri 70 Jakarta as student representatives in implementing the Child Friendly School policy. Implementation of the principal's strategy in realizing child-friendly school policies at SMA Negeri 70 Jakarta by implementing the principles of child-friendly schools which have their own methods in Each of the principles implemented solely achieves the goal of a child-friendly school and provides comfort and safety for students at school. Suggestion Based on the research results, conclusions and implications

that the researcher has carried out regarding the Principal's Strategy in Realizing Child-Friendly School Policies at SMA Negeri 70 Jakarta, the researcher provides several suggestions as follows:

For SMA Negeri 70 Jakarta. Based on the conclusions and implications above, the researcher provides several suggestions that the researcher can give regarding the Principal's Strategy in Realizing Child-Friendly School Policies at SMA Negeri 70 Jakarta, namely as follows: School principals should always give full attention and support to activities related to the Child Friendly School policy at SMA Negeri 70 Jakarta. Educators and education staff should increase their commitment to implementing Child-Friendly School policies and principles at SMA Negeri 70 Jakarta. Then further improve participation which is more than before and renewal for the creation of Child Friendly Schools. For the Child Friendly School Team at SMA Negeri 70 Jakarta to continue to have a well-maintained commitment so that they can continue to implement and maintain the Child Friendly School standards that SMA Negeri 70 Jakarta has. And continue to make Child Friendly Schools an ongoing program every year. For Other Researchers Suggestions that can be given to other researchers are to further develop research studies from what has been researched, so that it can broaden readers' insight into School Principal Strategies, especially in Child Friendly School Policies.

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