

EVALUATION OF CHILD-FRIENDLY SCHOOL PROGRAMS USING THE CIPPO MODEL

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ABSTRACT

This study evaluates the implementation of the Child-Friendly School Program (Sekolah Ramah Anak or SRA) at SDIT Ar-Rahmah Makassar using the CIPPO (Context, Input, Process, Product, and Outcome) evaluation model to provide a comprehensive analysis of its effectiveness. Employing a mixed-methods approach, the study collected quantitative data through questionnaires and qualitative data through in-depth interviews, observations, and document analysis. The findings indicate that the program aligns with student needs and national child protection policies (Context), with adequate human resources, facilities, and a supportive curriculum provided (Input). However, inconsistencies in implementation, particularly in ensuring full student participation, were observed (Process). While the program has fostered a more inclusive and safe learning environment, challenges related to health and safety remain, highlighting the need for increased parental and community involvement (Product). The evaluation also revealed positive outcomes, including improved student well-being, inclusive behavior, and active participation from students, parents, and the community, though further improvements are necessary to ensure sustainability and infrastructure support (Outcome). This study recommends enhanced training for educators, strengthened monitoring systems, and policy development to promote greater student engagement. Adopting a holistic approach through the CIPPO model can enhance child-friendly education programs and create a more supportive learning environment, reinforcing the importance of the program's continuation and development.

Keywords: Program evaluation; child-friendly school program; CIPPO Model

1) INTRODUCTION

A child-friendly school program is a holistic approach to education that prioritizes the well-being and development of students. This type of program focuses on creating a safe, inclusive, and supportive environment where children can thrive academically, socially, and emotionally. By promoting positive relationships, active learning, and student participation,

child-friendly schools aim to empower students to reach their full potential and become engaged, lifelong learners.

It is crucial for schools to regularly evaluate the effectiveness of these programs in order to ensure that they are meeting the needs of all students. By collecting data on student outcomes, satisfaction levels, and overall impact, schools can make informed decisions about which programs to continue, expand, or modify. This evaluation process can also help identify any areas of improvement or potential challenges that need to be addressed in order to better support student success. By continuously assessing and adapting their programs, child-friendly schools can create a positive and inclusive learning environment that empowers students to thrive.

Additionally, regularly evaluating these programs allows schools to stay responsive to changing student needs and educational trends. By staying attuned to the feedback and data collected, schools can make necessary adjustments to ensure that their programs remain effective and relevant. This ongoing process of assessment and adaptation ultimately leads to a more dynamic and student-centered learning experience that fosters growth and success for all students. Ultimately, by prioritizing evaluation and improvement, child-friendly schools can truly fulfill their mission of providing a supportive and enriching educational environment for every student.

The CIPPO evaluation model offers a framework for schools to assess their effectiveness in meeting the needs of students and adapting to new challenges. This model focuses on five key components: Context, Input, Process, Product, and Outcome. By evaluating each of these areas, schools can identify areas of strength and areas for improvement in order to better support student growth and success. Additionally, the CIPPO model emphasizes the importance of ongoing evaluation and improvement, ensuring that schools remain responsive to the changing needs of students and the evolving landscape of education.

By regularly assessing their performance in the five key components, schools can make informed decisions about resource allocation, curriculum development, and professional development opportunities for staff. This continuous cycle of evaluation and improvement ultimately leads to a more effective and student-centered learning environment. Through the CIPPO model, schools can cultivate a culture of accountability and innovation, driving continuous growth and progress for both educators and students alike.

The CIPPO (Context, Input, Process, Product, Outcome) model is a comprehensive evaluation approach, designed to provide an in-depth and systematic overview of the object or variable being evaluated. The model was first developed by Stufflebeam in 1967 (Madaus & Stufflebeam, 1989; Stufflebeam, 1983, 2000, 2002; Stufflebeam, Stake, & Kellaghan, 2003) and has become one of the most widely used evaluation approaches, especially in the research and assessment of various educational programs. The advantage of this model lies in its ability to integrate various aspects of evaluation, ranging from context that includes program needs and objectives, inputs that involve resources and planning, processes that monitor implementation, and products that assess the results achieved.

With a holistic approach, the CIPPO model is able to provide relevant information to support decision-making, program improvement, and policy development. Therefore, this model was chosen to evaluate the implementation of the Child-Friendly School program at SDIT Ar-Rahmah Makassar, in order to gain in-depth insight into the effectiveness of the program in creating an inclusive, safe, and child-friendly learning environment.

The researchers carried out an evaluation of the Child-Friendly School program to assess the extent to which the goals that had been set were successfully achieved. In this study, the CIPPO evaluation model was chosen because it is considered more comprehensive. The model includes five main components, namely context (C), inputs (I), processes (P), outcomes or products (P), and impacts or outcomes (O), as explained by Stufflebeam and Zhang. This study aims to uncover new findings related to the outcomes or impacts of the Child-Friendly School program, especially those felt by the community, especially students' parents as beneficiaries of the program. SDIT Ar-Rahmah Makassar was chosen as the research location because of its uniqueness in implementing child-friendly programs and leadership curriculum. In its learning process, this school integrates the development of character values with the curriculum implemented.

2) METHODS

This study uses a mixed approach that integrates quantitative and qualitative methods to gain a comprehensive understanding of the implementation and effectiveness of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar. This approach allows for the collection of data in the form of numbers through structured surveys and in-depth insights through interviews and observations. The evaluation model used is CIPPO (Context, Input, Process, Product, Outcome), which provides a detailed analysis of important aspects of the program, from context to long-term impact.

Quantitative data were collected using a questionnaire with the Likert scale, (Sugiyono, 2010) which measures students, teachers, and parents' perceptions of the program. Meanwhile, qualitative data was obtained through in-depth interviews with school principals, teachers, and parents, as well as direct observation of activities at school.

The approach used by the researcher is a phenomenological approach, which is an approach that seeks to explore the information that is the focus of the research by exploring experiences and meanings. The phenomenon referred to in this study is the implementation of the Child-Friendly Education Unit Program at SDIT Ar-Rahmah Makassar.

This approach combines two or more disciplines to solve a problem in research. The disciplines in question are:

1. Pedagogical approach. This approach is an approach that explains the symptoms of the act of educating or in other words pedagogic is a science that provides the foundation, guidelines, and target directions in an effort to shape students into civilized human beings, namely skilled, cultured, and knowledgeable human beings. The researcher used this approach to evaluate the Child-Friendly Education Unit program using the CIPPO model at SDIT Ar-Rahmah Makassar.

2. Psychological approach. The psychological approach is an approach that describes the state of a person's psyche, the state of the psyche can be observed through behavior, attitudes, ways of thinking and various other mental symptoms. In research, information about these symptoms can be sourced from various things, such as observations, interviews or from letters or personal documents that are studied. The researcher uses this approach to observe the behavior, attitude, way of thinking, and other mental symptoms of the informants/resource persons in this study.

3) RESULTS AND DISCUSSION

SDIT Ar-Rahmah Makassar is an integrated Islamic elementary school under the auspices of the Ar-Rahmah Foundation. This school implements a curriculum called Leadership Curriculum. This idea departs from the desire to form a cadre of leaders in the future. This idea was triggered by unrest in today's world of education. The current chaotic social situation presents new faces that are not in accordance with the values of the Qur'an, especially the output of the world of education. Furthermore, in 2016 SDIT Ar-Rahmah Makassar was designated as a child-friendly school and in 2021 became a National Reference School and National Standardized School by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia.

The Child-Friendly School Program is a program that is given in order to provide the best service to students by giving their rights. This program includes Child-Friendly School Policy, Child-Friendly Curriculum, Child-Friendly Infrastructure, Educators and Education Staff Trained in Child Welfare, Child Participation, Parent Participation/Graduates/ Stakeholders/Business.

This research uses the CIPPO model According to Daroddjat, the CIPPO model is that the CIPP model has been refined with one component, which is the abbreviation for outcome, so that it becomes the CIPPO model. The CIPP model stops at product measurement, while CIPPO comes to the implementation of the outcomes. As Stufflebeam & Zhang put it, conducting assessments aims to improve, not just to prove. In addition, the CIPPO evaluation model is considered to be able to describe the success of a program in detail so that it can be used as a basis for decision-making.

Based on the results of the evaluation on the context aspect, it can be concluded that the Child-Friendly School program at SDIT Arrahmah Makassar is implemented in accordance with the Decree of the Provincial Government of South Sulawesi and the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia. This program is based on various backgrounds, including the prevention of violence or bullying against children and school residents through the development of protection policies. In addition, this program aims to maintain children's health by providing healthy canteens and creating a hygienic environment.

Efforts to prevent accidents in the school environment are carried out through regular maintenance of facilities and cooperation with related agencies, such as the Fire Department and disaster management agencies. To prevent smoking behavior and drug abuse, the school

implements a campaign in the form of the words "Smoke-Free Zone" and the "Drug-Free Zone" rule stated in the school rules.

The program is also designed to build harmonious and quality relationships between school residents, facilitate monitoring of students' conditions while at school, and support the achievement of educational goals. The entire implementation of this program is based on the basic framework and curriculum structure that integrates the concept of child protection as a whole (Supeni, 2020).

The Child-Friendly School Program at SDIT Ar-Rahmah Makassar is designed by referring to Law Number 23 of 2002 concerning Child Protection and Law Number 35 of 2014 which is an amendment to the previous Law. In particular, this program is in line with the provisions in Article 54 which states that: (1) Children in their educational units and their environment have the right to be protected from acts of physical, psychological, sexual crime, and other crimes that can be committed by educators, education staff, fellow students, and external parties.

In addition, paragraph (2) of the same article emphasizes that the protection of children as referred to in paragraph (1) is the responsibility of educators, education personnel, government officials, and the community. Thus, this program aims to create a safe, comfortable learning environment, and support children's growth and development, while ensuring the implementation of child protection in accordance with applicable regulations.

Based on the evaluation of the input aspect of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar, it can be concluded that all school residents, including teachers, education staff, students, and parents, have received training and socialization regarding children's rights and the concept of Child-Friendly Schools. The facilities and infrastructure that support this program have also been adequately available, while the budget for the implementation of the program has been allocated in the School Activity Plan and Budget (RKAS). In addition, the active participation of parents/guardians of students, alumni, community organizations, and the business sector through the Corporate Social Responsibility (CSR) program also strengthens the implementation of the program.

As for the evaluation of the process, it can be concluded that the implementation of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar runs interactively, inspiringly, fun, challenging, and motivates students to play an active role. The program also encourages the development of students' independence in accordance with their talents, interests, and physical and psychological development. Learning in the classroom applies a scientific approach based on PAKEM (Active, Creative, Effective, and Fun Learning) which is integrated with a special curriculum known as the Leadership Curriculum.

Based on the evaluation of the Child-Friendly School Program products at SDIT Ar-Rahmah Makassar, it can be concluded that this school has implemented the principles of Child-Friendly Schools optimally, which is reflected in the fulfillment of student rights. This can also be seen from the habituation of students' attitudes and behaviors in interacting with school residents, including educators, education staff, and peers. All of these behaviors reflect values that are in accordance with the concept of Child-Friendly Schools, such as the habit of greeting and shaking hands with teachers, as well as showing good manners.

The character formed among students includes the values of religiosity, honesty, discipline, politeness, devotion to teachers and parents, attitude of help, responsibility, loyalty, courage, and fortitude, among others. In addition, this school also acts as an agent for the dissemination of the Child-Friendly School concept, giving a positive impact to other schools. SDIT Ar-Rahmah Makassar has become a reference school for Child-Friendly Schools at the elementary school level, both in the Makassar City area and nationally.

The results of the evaluation of the outcomes of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar show a significant positive impact on students, the school environment, and the surrounding community. This program succeeded in forming the character of students who are religious, disciplined, honest, and polite, as well as increasing a sense of responsibility and concern for others. In addition to character building, this program also has a positive impact on students' academic achievement. A supportive environment and PAKEM-based learning approach (Active, Creative, Effective, and Fun Learning) have increased student engagement in the learning process and learning outcomes.

The school environment has become safer, healthier, and more comfortable with supportive facilities, such as healthy canteens, non-smoking areas, and drug-free zones. In addition, students feel more protected, thus improving their emotional well-being and motivation to learn.

The active participation of parents, alumni, and the community also makes a great contribution, especially through CSR programs that support the sustainability of this program. SDIT Ar-Rahmah Makassar has become a reference school at the city to national level in the implementation of Child-Friendly Schools. This reputation not only increases public trust, but also inspires other schools to adopt the same concept in order to create an inclusive and safe educational environment.

1) Context Evaluation

The concept of Child-Friendly Schools (SRA) is rooted in two main foundations, namely the state's obligation to fulfill children's rights as mandated in the Convention on the Rights of the Child, which Indonesia ratified in 1990, and the demands regulated in the national legal framework (Fitriani et al., 2021a). This is stated in Law Number 23 of 2002 concerning Child Protection, which was later updated through Law Number 35 of 2014. Specifically, Article 54 of the law states that: (1) Children who are in educational units or their environment are entitled to protection from all forms of physical, psychological, sexual crimes, and other crimes that may be committed by educators, education staff, fellow students, or other external parties (Fariyatul Fahyuni, 2020). Furthermore, in paragraph (2) of the same article, it is stated that the protection of children as referred to in paragraph (1) is the responsibility of educators, education personnel, government officials, and the community. This legal framework is the basis for the implementation of Child-Friendly Schools which aims to create an educational environment that is safe, comfortable, and free from all forms of threats to children (Molzana & Fernandes, 2023).

The evaluation of the context aspect aims to provide a comprehensive overview of the program environment, unmet needs, characteristics of the target population or sample, and the goals of the program itself (Yosada & Kurniati, 2019). In this evaluation, the main focus is to

support the decision-making process related to program planning, identify the needs that must be met by the program, and formulate program goals in a more targeted manner (Deputi Bidang Pemenuhan Hak Anak Kemen PPPA RI, 2021). One of the crucial elements in the context evaluation is to examine the formal legal basis that is the basis for the implementation of the program. At SDIT Ar-Rahmah Makassar, this evaluation is important to ensure that all program activities are in accordance with applicable regulations and legal norms, so that its implementation can run effectively and in a targeted manner.

In the evaluation of the context aspect, it was found that the implementation of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar was based on a strong policy foundation. Based on the results of the interviews and documentation conducted, it can be concluded that the initial idea of implementing this program was rooted in a policy issued by the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia in 2021.

Historically, this program is part of efforts to implement the concept of child-friendly education that has been implemented in various educational institutions in Indonesia, (Kusmiyati et al., 2023) including within the framework of the Child-Friendly City/Regency policy. At SDIT Ar-Rahmah Makassar, the implementation of this program begins with a legal basis in the form of a Decree (SK) issued by the South Sulawesi Provincial Women's Empowerment and Child Protection Office, as the main guideline to support the implementation of the program.

After receiving the mandate to make SDIT Ar-Rahmah Makassar part of the Child-Friendly School Pilot Program (SRA), the school began to design a strategy for the implementation of the program. One of the first steps taken is the formation of a special team responsible for the implementation of Child-Friendly Schools. In addition, the school also makes adjustments to the vision, mission, and goals of the institution by integrating the main principles of the Child-Friendly School program into it. The designation of SDIT Ar-Rahmah Makassar as a Child-Friendly School Pilot Project has a significant positive impact. This encourages all school residents to improve the quality of their services to students, create a more inclusive, safe educational environment, and support the development of students' character (Kozlova & Ryabichenko, 2024). The school's commitments related to the Child-Friendly School program include: protecting children's rights, preventing violence against children and being fair and avoiding discrimination (Purnawirawan et al., 2020).

The change in vision, mission, and goals at SDIT Ar-Rahmah Makassar is the result of the aspirations conveyed by stakeholders. This happened after they gained a deep understanding of the school's status as one of the institutions that implemented the Child-Friendly School program. These aspirations are the main driver in adjusting the strategic direction of the school to be in line with the principles and values carried out by the program (Program et al., 2020).

The following is the Vision and Mission of SDIT Ar-Rahmah Makassar based on the documents we found. First, the vision of SDIT Ar-Rahmah Makassar is to become the best and quality Islamic school in producing a generation of righteous, trustworthy, intelligent Muslims with self-potential and abilities, oriented to a glorious future. Then, the mission that became a foothold for SDIT Ar-Rahmah Makassar in realizing the vision of the school that was desired.

Based on the changes in the vision that have been set, it can be seen that the school has a strong commitment to the implementation of the Child-Friendly School Program (Inniyah & Mulawarman, 2021). This is reflected in indicators that describe comprehensive efforts to create a comfortable, safe, and optimal learning environment that supports children's development. This commitment shows that every aspect of policies and practices in schools is directed to meet the needs of children in accordance with child-friendly principles (Effendi & Supadi, 2023).

As a concrete step toward realizing its established vision, the school has formulated a set of strategic points outlined in its mission. This mission serves as an operational guideline for achieving the desired goals in alignment with the principles of Child-Friendly Schools (Putri & Akmal, 2019). Based on research findings related to mission development, each formulated point reflects the school's commitment to providing an inclusive, safe, and comfortable educational environment while supporting children's holistic character and potential development (de Soria & Durán, 2023). Additionally, the mission highlights the school's efforts to integrate child protection values into all aspects of education and school management. The mission of SDIT Ar-Rahmah Makassar can be described as: 1) Carrying out fun learning, thinking positively, communicating actively and independently; 2) Transforming divine values, having a *da'wah* role in society; 3) Growing and shaping character as an institution that implements the Child-Friendly School Program, SDIT Ar-Rahmah Makassar has a goal that serves as a reference in the implementation of the program. Based on the results of the research, the main goal of this program is to create a safe, comfortable, and inclusive educational environment for all students. This program is designed to ensure the fulfillment of children's rights in the school environment, encourage the formation of positive character, and improve the physical and psychological well-being of students. In addition, the program aims to involve all stakeholders, including educators, education staff, parents, and the community, in supporting holistic and sustainable child development. students based on the spirit of the Qur'an and As Sunnah; 4) Implementing Islamic education that is future-oriented and ready to face every change in life; 5) Becoming a pilot school in preparing a generation of Muslims who are righteous, trustworthy and intelligent; and 6) Instilling *aqidah salafush shaleh*, a solid moral foundation, intelligent, having practical skills and an innovative entrepreneurial spirit.

The next one is the Purpose. As an institution that implements the Child-Friendly School Program, SDIT Ar-Rahmah Makassar has a goal that serves as a reference in the implementation of the program. Based on the results of the research, the main goal of this program is to create a safe, comfortable, and inclusive educational environment for all students. This program is designed to ensure the fulfillment of children's rights in the school environment, encourage the formation of positive character, and improve the physical and psychological well-being of students (Wahdah & Mujiwati, 2020). In addition, this program aims to involve all stakeholders, including educators, education staff, parents, and the community, in supporting holistic and sustainable child development.

Based on the results of the evaluation of the context aspect of the program, it was found that several elements have been implemented well and reflect the basic principles in the planning of the Child-Friendly School Program. These findings are in line with the views of Larsen, J.A., & Holm, N.J. (Nuraeni & Nurunnisa, 2020), which emphasize the importance of

context evaluation as an essential component in program evaluation. Contextual evaluations help identify unmet needs in the communities the program targets (Faryanti, 2023).

Furthermore, the study revealed that context evaluation involves a description and in-depth analysis of the characteristics and conditions of the social, economic, cultural, and environmental conditions of the communities served by the program (Shodiq & Machmudah, 2021). In this case, the evaluation of the context of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar has fulfilled important stages, starting from program initiation, preparation, to clear planning, with the aim of supporting the implementation of child-friendly principles.

Based on these findings, an analysis was carried out on the urgency of implementing the Child-Friendly School Program in the school environment as a strategic step in overcoming various forms of violence, both verbal and non-verbal. This analysis highlights the importance of implementing a comprehensive needs assessment before designing a program, as expressed by Rossett, A (Fitriani et al., 2021b). It is stated that Needs Analysis refers to the process of collecting, identifying, and analyzing the needs or shortcomings of a certain entity or system, be it in the context of an organization, individual, or society.

2) Input Evaluation

The main purpose of input evaluation is to measure the extent to which environmental conditions support the achievement of the goals and objectives of the program that has been designed with a specific strategy. The main focus in this evaluation is to identify the plans and strategies necessary to ensure the success of the program. The core question of concern is: "What steps must be taken to achieve the goal?" In this case, the input evaluation is focused on three important aspects, namely human resources who play a role in the implementation of the program, the curriculum used as a guide, and the facilities available to support the creation of an environment that is in accordance with the needs of the program. The human resource component in the Child-Friendly School Program focuses on individuals who play a role in supporting the implementation of the program at SDIT Ar-Rahmah Makassar.

a. Human Resources

The human resource component in the child-friendly school program is related to the resources involved in the implementation of the child-friendly school program at SDIT Ar-Rahmah Makassar. In this context, there are two strategic steps taken to ensure the success of the program, namely the planning aspect and the implementation aspect.

The first is the planning aspect. This aspect includes the identification of human resource needs, competency development, and appropriate role allocation. Meanwhile, the implementation aspect involves the implementation of tasks that have been designed, such as training, guidance, and collaboration between educators, education staff, and other related parties to create a child-friendly school environment. At the program planning stage, a series of trainings were carried out aimed at educators and education personnel in schools. After sending a delegation to participate in training related to the concept of Child-Friendly Schools, the next step is to form a Child-Friendly School Implementation Team and a Violence Prevention Team called the Child-Friendly Case Handling Service (LPKRA) at SDIT Ar-Rahmah Makassar. The

training materials that were followed included the Convention on the Rights of the Child (KHA), Positive Discipline, and the principles of haka nak and Child-Friendly Schools.

Initially, this training was attended by a number of delegates appointed by the school and organized by the Ministry of Women's Empowerment and Child Protection (PPPA). After several external trainings, the school continued by holding internal training involving all school residents, including educators and education staff. This internal training aims to socialize the program as a whole and ensure that all components of the school understand and support the implementation of Child-Friendly Schools.

The second is the implementation aspect. After completing training related to the Convention on the Rights of the Child (KHA) and Child-Friendly Schools (SRA), implementation steps are carried out through school commitments in the form of concrete actions. One of the manifestations is the formation of a Child-Friendly School Implementation Team and a Violence Prevention Team. At SDIT Ar-Rahmah, the formation of the Child-Friendly School Implementation Team was carried out in 2021, involving various elements representing certain fields.

This implementation team consists of several main areas, one of which is the Implementation Monitoring Division, which is tasked with ensuring that all programs and policies related to Child-Friendly Schools run in accordance with the principles and objectives that have been set. This field also serves as a supervisor of the sustainability of program implementation in the school environment, including ensuring that all elements of the school play an active role in creating a safe, comfortable, and child-friendly environment. a) The field of monitoring child-friendly learning; (b) Health and environmental supervision; (c) Countermeasures of Violence in the School Environment; and (d) Guidance and Counseling Management, (e) Monitoring and evaluation.

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b. Curriculum

The curriculum at SDIT Ar-Rahmah Makassar has been designed to integrate the principles of Child-Friendly Schools into all aspects of learning planning and implementation. This principle is specifically outlined in the Learning Implementation Plan (RPP), which is a mandatory document for every teacher in preparation for the learning process. Each lesson plan must include child-friendly elements that aim to create an inclusive, safe, and enjoyable learning environment for students.

The control and evaluation of the application of child-friendly principles in learning is carried out by the Child-Friendly School Implementation Team through the Child-Friendly Learning Supervision Division. This division is responsible for ensuring that these principles have been consistently integrated in the lesson plan and applied well in the classroom. Based on the results of observations and interviews with resource persons who serve as coordinators for monitoring the implementation of child-friendly learning, it is known that strategic steps have been taken to ensure that this principle runs effectively.

According to the statement of the Curriculum Coordinator on April 2, 2024, "In relation to the child-friendly principles in the learning process at this school, every teacher is required to prepare a lesson plan that includes child-friendly principles. The RPP is then submitted to us at the beginning of the year or the beginning of the semester for review."

This statement emphasizes the importance of integrating child-friendly principles in learning planning as a first step to create an inclusive, safe, and supportive learning environment for student development. With the mechanism of collecting and reviewing lesson plans, schools can ensure consistency in the application of these principles throughout the learning process.

c. Infrastructure

Based on the results of the research through observation of the infrastructure at SDIT Ar-Rahmah Makassar, it can be concluded that most of the available facilities have met the standards of Child-Friendly Schools. The infrastructure includes two types, namely facilities that directly support the learning process in the classroom and other facilities that are in the school environment but are not directly related to learning.

Facilities that support direct learning have been improved or upgraded to ensure their safety so that they can be used without endangering students during the learning process. This finding was strengthened by the statements of several informants who are members of the Child-Friendly School Implementation Team at SDIT Ar-Rahmah Makassar. Here are the results of the interviews that support these observations.

The results of the study show that the infrastructure at SDIT Ar-Rahmah Makassar has met the standards in accordance with the principles of Child-Friendly Schools. This infrastructure includes two main categories: facilities that directly support the learning process, as well as other facilities that are in the school environment but are not directly related to learning. For facilities that support the learning process, repairs and maintenance have been carried out to ensure their safety, so that they can be used without endangering students during learning activities. This finding was strengthened by statements from several informants who are members of the Child-Friendly School Implementation Team at SDIT Ar-Rahmah Makassar. The followings are the results of interviews related to the condition of school infrastructure.

According to a statement from the Child-Friendly School Team (SRA) on May 22, 2024:

"We have improved several school facilities, although there are still some shortcomings in terms of infrastructure. Efforts to enhance these facilities continue to ensure student safety during the learning process. We acknowledge that the current infrastructure does not fully meet the ideal standards for a child-friendly facility. However, given budget constraints, we have done our best to create a safe and comfortable environment for students."

This statement highlights the school's commitment to improving infrastructure to support the implementation of Child-Friendly School principles, despite financial limitations. In the context of input evaluation, this aligns with Ornstein's perspective that input evaluation is designed to assess the utilization of available resources to achieve program goals. This process involves analyzing resource availability and identifying the strategies needed to effectively implement the program's objectives.

The implementation of the Child-Friendly School Program also depends heavily on the existence of professional human resources. This is in accordance with the opinion of Sugiyono (2017), which states that professional human resources are individuals who have knowledge and skills relevant to their duties, and are able to work efficiently and appropriately so as to provide satisfaction to service recipients. In this context, the school has supported the program by forming a Child-Friendly School Implementation Team and organizing training related to child-friendly education. As stated by Wilson, J. P. (Program et al., 2020) the main purpose of training is to improve the skills, knowledge, and competencies of individuals or groups in an effort to achieve organizational goals. Such training not only helps to improve capabilities and skills relevant to the demands of the job, but also encourages better performance resulting in optimal results.

3) Process Evaluation

The main focus in process evaluation is to analyze how a program is executed and ensure that it is implemented in accordance with the plan that has been set. This evaluation aims to identify strengths, weaknesses, obstacles, and opportunities for improvement in the implementation of the program.

The followings are some of the activities that have been carried out at SDIT Ar-Rahmah Makassar as part of efforts to implement the Child-Friendly School Program effectively. First, the physical arrangement of the school. The school has made various efforts in arranging the physical environment to create a beautiful, cool, clean, and comfortable atmosphere as a place to learn. The steps taken aim to ensure that physical facilities support the creation of a safe, comfortable, and child-friendly learning environment. One of the main aspects of concern is the provision of facilities and infrastructure that are in accordance with child-friendly principles. Examples of such facilities include classrooms that are optimally designed, taking into account the comfort of room temperature, adequate lighting, and good air circulation. This classroom arrangement is expected to be able to support teaching and learning activities more effectively and support children's development holistically.

Schools need to provide a variety of facilities designed to support the comfort, safety, and developmental needs of children. Some of the key aspects that must be considered include: 1) Safe Play Area: Schools are required to provide a play area that is designed with the child's needs and age in mind. Play facilities must be free from physical hazards, well-maintained, and always clean to ensure student safety. 2) Clean and Safe Toilets: Toilets must be kept clean regularly and equipped with facilities such as soap, clean water, and tissues. The design of the toilet must be child-friendly, for example using a toilet seat that is suitable for the size of small children and a low sitting toilet so that it is easy to use. 3) Comfortable Break Rooms: These spaces should provide amenities such as chairs, tables, and recreational equipment to create a

relaxing atmosphere that helps children rest comfortably during their free time. 4) Healthy Canteens: School canteens should offer healthy, nutritious, and safe food and drinks to consume. The serving process must be carried out hygienically to ensure the health of the child. 5) Child-Friendly Human Resources: Teachers and school staff must have a friendly, trustworthy, and caring attitude towards the needs of children. They must be able to provide the necessary guidance and support to help the child develop optimally. 6) The arrangement of the teacher's room, head room, and simple laboratory room, namely by making improvements according to needs and interests, and 7) The creation of a circulation room, namely repairing several facilities that previously did not have a circulation room, efforts were made to improve it so that it had a circulation room.

All of the above facilities and resources must be designed according to the needs and ages of students and managed properly to create a safe, comfortable, and holistic learning environment that supports children's growth and development.

Second, school psychological settings. The school has taken various strategic steps in structuring psychological aspects to support student welfare. These efforts include: 1) Socialization: Conducting socialization to all school residents and related parties to increase understanding of the importance of psychological aspects in the school environment. 2) Routine Activities: Organizing activities such as Healthy Friday, Clean Friday, as well as worship habits, such as *Dhuha* prayers and congregational Zuhur prayers followed by cult and mental coaching. This activity aims to shape character and improve students' emotional balance. 3) Complaint Mechanism: Provides two complaint channels to accommodate student problems, namely through the suggestion box for students who are reluctant to speak directly and through direct complaints to the classroom teacher or Student Affairs section. 4) Learning: Providing space for students to express and act in the learning process, in order to support the development of their potential and creativity.

These measures are designed to create a school environment that supports students' psychological well-being, so that they can learn comfortably and optimally.

In its implementation, the application of the principles of Child-Friendly Schools is not only limited to concepts and theories in the classroom, but must also be applied consistently outside the classroom. The principles in the Child-Friendly School model can be integrated into various learning steps. For example, when teachers form a working group, they must ensure a balance between male and female students, and pay attention to the diversity of learning abilities, such as students with fast learners and students with slower needs (slow learners). In this way, the principle of non-discrimination can be applied in all school activities.

In addition, the development of character values and appreciation of cultural arts is also the main focus. At SDIT AR-Rahmah Makassar, character values are instilled regularly, both through daily activities in the morning and in other special programs. For example, extracurricular activities such as scouting provide students with learning about the values of honesty, independence, responsibility, confidence, cooperation, help, and sharing. Other activities, such as karate martial arts extracurriculars, also instill the value of emotional control and physical strengthening as part of student character development.

Strengthening the values of religious character at SDIT AR-Rahmah Makassar is carried out consistently, including special activities on Fridays involving all school residents and through the commemoration of Islamic Religious Holidays (PHBI) and National Holidays (PHBN). The implementation of the Child-Friendly School Program at this school is going very well, which is supported by the existence of an implementation team that is fully responsible for program management.

The success of the implementation of this program is also supported by a structured evaluation mechanism. Evaluations are carried out internally every year by the evaluation team which is part of the structure of the Child-Friendly School Team. In addition, external evaluations are also carried out to assess the effectiveness of the programs that have been implemented. This collaboration between internal and external teams is a key factor in ensuring that the program runs according to the goals and principles of Child-Friendly Schools.

4) Product Evaluation

Evaluation of results or products is an assessment process that aims to measure the level of success in achieving previously formulated goals. The evaluation of this component focuses on identifying changes that occur in the input aspect after the Child-Friendly School program is implemented. In the context of SDIT Ar-Rahmah Makassar, the evaluation of the results of the Child-Friendly School program is directed to assess the extent to which the program's goals have been achieved. This evaluation is also the basis for determining the next step, whether the program needs to be continued, stopped, or improved to increase its effectiveness.

Based on the results of observations in the field, the implementation of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar shows various positive achievements that are part of the product of this program. Some of the results obtained include: 1) There were no cases of violence that occurred during the program, both between students and teachers and between students. 2) During the implementation of the program, there were no reports of students experiencing illness or poisoning due to food consumption from the school canteen, which indicates that food hygiene and safety standards have been met. 3) There have never been any accidents during the learning process, both inside and outside the classroom, thanks to the improvement of school facilities that have been in accordance with child-friendly standards. 4) Through intensive socialization about the dangers of cigarettes and drugs, there were no violations related to this, either by students or other school residents. 5) The relationship between students and teachers and between school residents is more harmonious, characterized by mutual respect and good communication. 6) The student monitoring system runs effectively, especially when students are in the school environment, supported by good cooperation between the school and parents. 7) The school environment is more organized and comfortable, creating an atmosphere that makes school residents feel more at home at school. 8) There was a significant change in student behavior, which showed an increase in positive habits both inside and outside the school.

In addition, the success of this program is also reflected in the various awards won by the school, both in the academic and non-academic fields, which are a real indicator of the effectiveness of the implementation of the Child-Friendly School Program.

During the implementation of the Child-Friendly School Program, there were significant changes felt by all school residents, especially the students. This program encourages all school residents to increase their concern for the environment and instill an attitude of non-violence, so as to create a healthier, safer, and more comfortable atmosphere. This conducive school environment provides a positive encouragement for students to develop optimally and achieve various achievements, both in the academic and non-academic fields, which can be seen from the many awards that students have achieved.

The Child-Friendly School program not only contributes to improving student achievement, but also motivates teachers to be more enthusiastic about teaching. This is due to the creation of a more fun, creative, and interactive learning process, which is able to increase students' enthusiasm for learning and make it easier for them to understand the material presented. Another important impact is the emergence of positive character values, such as honesty and respect, among students at SDIT Ar-Rahmah Makassar, which further strengthens the positive culture at the school.

According to Kamil (Bjereld et al., 2024), the output evaluation aims to assess the quality and quantity of results achieved by students after participating in the learning process. Quantity refers to the number of students who are involved or successful in an educational program. Meanwhile, quality refers to the level of change in student behavior, which includes three main domains: cognitive (thinking ability and knowledge), affective (attitudes and values), and psychomotor (practical and physical skills). This evaluation provides an overview of the extent to which the educational program is able to achieve the expected goals in the formation of student competencies as a whole.

In educational programs, quality refers to the level of change in student behavior that includes three main domains, namely cognitive, affective, and psychomotor. Therefore, based on research data, the assessment not only focuses on academic grades, but also includes aspects of attitude, honesty, and discipline. Graduates of SDIT AR-Rahmah Makassar show superior character, in addition to winning various awards during their education at the school.

5) Outcome Evaluation

The evaluation of the outcomes of the implementation of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar shows several significant achievements. A child-friendly school environment has succeeded in creating a more conducive atmosphere, where students feel comfortable and protected while at school. This is reflected in the decrease in incidents of violence in schools and the increase in harmonious relationships between students and teachers as well as between students. In addition, there were no reports of cases of illness or poisoning due to food consumption from school canteens, indicating the success of the management of school facilities in accordance with child-friendly principles.

The results of the evaluation also showed that students had improved in character and behavior aspects. Students become more disciplined, honest, and have an attitude of mutual respect. These positive habits are not only seen at school, but are also carried over into their daily lives outside the school environment. This increase is supported by various supporting

programs, such as socialization about the dangers of cigarettes and drugs as well as religious activities and character development that are carried out regularly in schools.

This program also has a positive impact on student achievement. SDIT Ar-Rahmah Makassar recorded an increase in the number of awards, both in the academic and non-academic fields, as a result of a supportive learning atmosphere. In addition, this program has succeeded in encouraging teachers' enthusiasm in teaching, which is reflected in increasingly creative and interactive learning. The results of this outcome evaluation are proof that the Child-Friendly School program not only improves the quality of the school environment, but also brings significant positive changes to the development of students' character, academics, and social relationships.

The results of the Evaluation of the Outcomes of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar include: 1) Safe and Comfortable School Environment, the results of the evaluation show that the school environment has become safer and more comfortable. There have been no reports of cases of violence, either between students and teachers or between students, since the program was implemented. The school facilities have been improved and managed well in accordance with the child-friendly principle, which contributes to a more conducive learning atmosphere. 2) Changes in Character and Behavior of Students, the students demonstrate significant character development, including honesty, discipline, responsibility, and mutual respect. These positive habits are not only seen in daily interactions at school but also bring a positive impact in their lives outside of school. This program successfully integrates character values in every learning and extracurricular activity. 3) Academic and Non-Academic Achievements, this program also encourages the improvement of student achievement, both in the academic and non-academic fields. SDIT Ar-Rahmah Makassar students have won various awards at the local and national levels, reflecting the school's success in creating a learning atmosphere that supports students' overall potential. 4) Harmonious Relations Between School Residents, this program also has an impact on better relationships between students, teachers, and parents. Students become more respectful of teachers, and teachers are more active in supporting student development. Parents are also more involved in school activities, especially in the supervision and coaching of children. 5) Support for Creative and Interactive Learning, the teachers feel more motivated to create creative and interactive learning methods, so that students can understand the material more easily. This child-friendly based learning also increases students' enthusiasm for learning, which contributes to better learning outcomes.

These results show that the implementation of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar has had a significant positive impact, both in terms of the learning environment, student character, social relationships, and academic and non-academic achievements.

4) CONCLUSION

Based on the conducted study, the evaluation of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar using the CIPPO model yields the following conclusions. **Context**

Evaluation: The implementation of the program aligns with existing needs and serves as an effective approach to preventing and addressing violence against children, particularly within the school environment, while also supporting government policies aimed at creating safe and inclusive education. **Input Evaluation:** The school has sufficient human resources, including the Child-Friendly School Implementation Team and the Violence Countermeasures Team (LPKRA), and has integrated child-friendly principles into the curriculum, ensuring a safe and supportive learning environment. **Process Evaluation:** The program has been well-executed through structured planning encompassing short-, medium-, and long-term goals, allowing for sustainable and effective implementation. Activities such as socialization, training, and routine programs that promote child-friendly values have been carried out as planned. **Product Evaluation:** The program has successfully fostered a safer school environment, improved student behavior, strengthened relationships among school members, and contributed to student achievements in various fields. **Impact/Outcome Evaluation:** The program has had a broadly positive impact, meeting the criteria of a successful Child-Friendly School and demonstrating improvements in learning quality, student character development, and the overall school atmosphere. Overall, the evaluation using the CIPPO model indicates that the implementation of the Child-Friendly School Program at SDIT Ar-Rahmah Makassar falls within the "good" category, benefiting not only students but also teachers, parents, and the wider community.

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