

Evaluation of a Child-Friendly School Program in Developing Peace Education at KB Joglo Pati

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ABSTRACT

The purpose of this study was to evaluate the child-friendly school program in developing peace education at KB Joglo Pati. The evaluation model used is CIPP (Context, Input, Process, Product). Qualitative methods were used in the evaluation research. Data were collected through interviews, observations and documentation at KB Joglo Pati. The research results obtained are: (1) The implementation of the child-friendly school program is carried out in accordance with the current needs, namely to prevent violence and discrimination against children at school and in the community. (2) The child-friendly school program in KB Joglo already has good facilities and infrastructure, human resources and financial resources to support the implementation of a child-friendly school program by developing peaceful education. (3) The learning process is interactive, inspiring, and fun, inviting students to actively participate, and learning is tailored to the interests, talents, and psychological development of students by using the regenerative peace and justice curriculum. (4) The results of the implementation of the program are quite good and have shown the principles of child-friendly schools with peace education through habituation of students' attitudes or behavior. The findings of this study are important for children to learn non-aggressive education towards

problems as an alternative experience to fighting, and to develop peaceful education while creating a safe and peaceful learning environment so that children are happy and fulfill their potential.

Keywords: evaluation, CIPP, child-friendly school, Peace Education

INTRODUCTION

Acts of violence and conflict are something that naturally occurs in human life. Indonesia is a country that has a tendency to have various high conflicts caused by the plural state of society and has various characteristics of race, religion, language, and customs (Lestari, 2017)

The emergence of acts of violence in the world of education is a very shameful thing because the world of education is a place for the formation of the character and personality of students. However, the world of education at this time often occurs forms of violence that violate human rights to develop. The existence of violence can certainly defame the world of education, which does not reflect education itself.

Education should create a generation that is not only intellectually intelligent but also noble. Schools are the right place for violence prevention programs (Farrell et al., 2001). Children spend most of their time at

school(Schaps & Solomon, 2003). Childhood violence is associated with mental health problems and the risk of re-victimization (Thoresen et al., 2015). Violence is a common, impactful yet preventable global public health problem(Agathis et al., 2022).

KPPA has established a child-friendly school program. A child-friendly school program is a program that upholds the psychological development of students (Kristanto et al., 2012). The child-friendly school program is a formal, non-formal and informal education unit that is safe, clean and healthy, caring and cultured environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination and other mistreatment and support children's participation, especially in planning, policy, learning, supervision and complaint mechanisms related to the fulfillment of children's rights and protection in education (Yosada & Kurniati, 2019).The purpose of holding a child-friendly school program is a policy from the government as a protection for children (Cholily, 2020).

The Indonesian Child Protection Commission (KPAI) in 2019 revealed that violence is still found in schools. There are still cases of teachers giving corporal punishment to "naughty" students, which has a negative impact on children (Indraswati et al., 2020). KPAI recorded 153 cases of complaints of physical violence and bullying during 2019. Physical violence occurred at the elementary / MI level as much as 39%, junior high school level 25% and high school 39%. Students who became victims reached 171 people, from the teacher 5 people. KPAI has found that 44% of violence was committed by teachers and principals, 13% by students and teachers, 13% by parents and 30% by students.

Although the concept of a child-friendly school program has been designed very well, the fact is that in the field there is still a lot of violence experienced by children. Data obtained from KPAI from 2011-2019 found 5,758 cases of education violence in schools in the form of corporal punishment, bullying, gangs, sexual, drugs and brawls (Amrina et al., 2022).

Based on the above explanation about violence among children and adolescents. So learning about peace education at school is an important start for children and adolescents. Violence in children such as bullying occurs due to environmental influences, lack of tolerance, responsibility and empathy for others. The importance of creating peaceful schools in society is clear (Calp, 2020). This will be the main target of peace education, where in order to create a better and harmonious life, a sense of tolerance and empathy must first be created. Childhood is the optimal time to develop peaceful peer interactions and peace making skills because it is the time when children develop the cognitive ability to understand themselves and others while beginning to learn and acquire social skills and abilities. It is important for children to learn non-aggressive approaches to problems as an alternative experience to fighting, and to develop peace education while creating a safe and peaceful learning environment so that children are happy and fulfill their potential (Harber & Sakade, 2009).

Imam Muchali explained that the values of peace education if learned, and practiced properly will certainly greatly contribute to education in Indonesia(Khadijah et al., 2021). The following values are described including peace and non-violence, human rights, democracy, understanding between nations and cultures, and understanding

cultural and linguistic differences (Machali, 2013).

Therefore, our nation needs peace education. Peace education is a process that includes the acquisition of values, attitudes, skills and behavior of a person to live in harmony with himself, with others and with his environment (Salomon, 2022). Peace education is education that teaches information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial and harmonious relationships (Johnson & Johnson, 2006).

Peace education is important to be given in early childhood because the concept of peace as a culture when human rights, democracy, coexistence are respected as a way to prevent violence (Yilmaz, 2018). This peace education can be taught formally, informally, and non-formally (Ilfandra et.al., 2021). The implementation of peace education can be taught through good habituation and providing concrete examples in the school environment and society in general. Syaripudin said that peace education for early childhood has not been systematically developed in Indonesia. This is indicated by several indicators that there is no special program, it has not become part of the competence of teachers, and the capacity of teachers in the field of peace culture is rarely developed.

KB Joglo Pati is one of the schools that implements a child-friendly school program by developing peace education. The learning outcomes obtained by students are the factors that will be the focus of researchers in this study, how the implementation of child-friendly school program policies by developing peace education, human resources, facilities and infrastructure, how the level of participation

of the parties involved, and the extent to which this program has been running.

Many researchers have previously conducted research on child-friendly school programs, but researchers see the attractiveness of a child-friendly school program by developing peace education. One of the schools that develops peace education in Pati is KB Joglo, which is a child-friendly school by developing peace education located in Muktiharjo, Margorejo District, Pati Regency. In practice, this pre-school learning group emphasizes the importance of being at peace with oneself and tolerant to its students. With inner peace, children's character will be well formed. The learning applied at PAUD Joglo applies a learning model that humanizes people and embodies a culture of peace. The culture of peace includes: greeting and friendship, mutual agreement, bringing up good, conscience and self-preservation, the power of change, communication, and cooperation.

With this program, it is still lacking if an evaluation process has not been carried out. The existence of evaluation can provide many benefits both from the developer's side and from the user. From the developer's side, this evaluation can be an input, criticism and suggestions that can be used as a reference and benchmark in this program. Program evaluation aims to determine the achievement of program objectives by knowing the implementation of a program activity Suharsimi in (Nugraha et al., 2019). The program evaluation model that will be used in this study is the CIPP model (context, Input, Process and Product), this model was first proposed by Stufflebeam. The CIPP model has elements related to the first, namely context evaluation, which is to identify the strengths and weaknesses of the organization and provide input to improve

the organization, the second is input evaluation used to help determine the program with the intention of making the necessary changes, the third is process evaluation to check the implementation of the plan that has been set. Fourth, product evaluation aims to measure, interpret, and assess program achievements (Mahmudi, 2011).

CIPP is an evaluation model that views the program being evaluated as a system. This model is widely used to evaluate educational programs. The reason researchers use this model is because evaluation using CIPP is more comprehensive among other evaluation models, because this CIPP evaluation model does not only describe results but also includes context, input, process, and results. Based on the description above, researchers have a considerable interest in the program run by KB Joglo, because researchers see the advantages or success of the program. So that researchers want to examine more deeply and evaluate the child-friendly school program by developing peace education at KB Joglo using the CIPP model.

The objectives of this study are: (1) to determine the results of evaluating the background of child-friendly school needs by developing peace education at KB Joglo with the CIPP evaluation model (2) to determine the results of evaluating facilities and infrastructure, human resources, and peace education values at KB Joglo. (3) to determine the results of evaluating the implementation of the implementation of child-friendly school policies by developing peace education at KB Joglo using the CIPP evaluation model. (4) to determine the results of evaluating the achievement of the implementation of child-friendly school

programs by developing peace education at KB Joglo with the CIPP evaluation model.

From the description of the problem above, problems can be formulated that are logically and seen as problems and need to be sought answers through research as follows: (1) What are the results of the Context evaluation of the child-friendly school program in developing peace education at KB Joglo Pati?; (2) What are the results of the input evaluation of the child-friendly school program in developing peace education at KB Joglo Pati?; (3) What are the results of the process evaluation of the child-friendly school program in developing peace education at KB Joglo Pati? (4) What are the results of the product evaluation of the child-friendly school program in developing peace education at KB Joglo Pati.

MATERIALS & METHODS

This research was conducted at KB Joglo Pati. The objects of research are institutions, teachers, parents and students. The method used is qualitative research with the CIPP (Context, Input, Process and Product,) Evaluation model. Data analysis techniques are carried out by observation, interviews and documentation. Observations are used as field notes, interviews are conducted with principals, teachers, parents, and students. Documentation in the form of photos as an attachment to strengthen the research results. Data were analyzed using the CIPP evaluation model analysis.

RESULT

Context Aspect

The results of the context evaluation can be concluded that this program was motivated by. A PAUD founder saw the amount of violence that occurred around their neighborhood. The forms of violence that occur include physical violence, verbal

violence, emotional violence, and social violence.

Indonesia is faced with a child emergency. Cases of violence against children in Indonesia are increasing very sharply. Data from Komnas PA in 2013 there were 1620 child abuses: 490 (30%) physical violence; 313 (19%) emotional violence, 817 (51%) sexual violence (Andini, 2019).

based on the results of interviews conducted with the joglo principal are as follows:

Children who get punished by their parents are considered a normal thing that happens between children and parents. The relationship between children and parents or older adults applies like a social hierarchy in society. Children are not allowed to argue what parents do, parents punish children, teachers punish students. It is as if children are considered as inferior beings, not beings who have rights and will.

Seeing the incidence of violence above, a PAUD founder took the initiative to take part in non-violent life training (HTK) both nationally and internationally which was directly guided by a non-violent life consultant. After gaining this knowledge, the founder of PAUD thought that this program was very good to be applied to early childhood.

Input Aspect

Evaluation of the input of child-friendly school programs by developing peaceful education can be focused on four things, namely; facilities and infrastructure, human resources, financial resources and values in peaceful education. There are facilities and infrastructure in accordance with child-friendly school standards, the existence of human resources educators and educators are equipped with training on child-friendly school programs and peace education. Supported by fees from parents' contributions and BOS funds as a form of support for the achievement of child-friendly school programs by developing peace education through habituation of student attitudes and behavior with peace education values.

Process Aspect

The evaluation of the child-friendly school process at KB Joglo can be concluded that the child-friendly school program by developing peace education is implemented in accordance with child-friendly school policies, curriculum implementation, child participation and parent participation. The implementation of child-friendly school policies has been well implemented. KB Joglo tries to provide services that consider the needs of children, safety and comfort of children at school. KB Joglo Pati has a regenerative peace education and justice curriculum, which is adopted from the empowerment of non-violent living developed by consultant Nadine Hoolver from the United States. The curriculum used is included in child-friendly principles. The learning process at KB Joglo emphasizes the rights of every child. Learning provides opportunities for children to enjoy education without discrimination. Parent participation at KB Joglo has gone well. Parent participation at KB Joglo is very important in supporting school programs.

Product Aspect

The results of the evaluation of child-friendly school products at KB Joglo show the principles and fulfillment of child-friendly schools by developing peaceful education. Through habituation of students' attitudes or behavior towards school residents (teachers, peers, education personnel and parents) students always greet and shake hands with teachers, be friendly to anyone behave politely and have good character. Children can respect themselves, tolerance, empathy, justice, honesty, non-judgment, friendship, cooperation, mutual understanding, justice and equity. In addition, there are negative impacts if the program is not implemented consistently, violence will recur.

DISCUSSION

Based on the study that has been carried out related to the evaluation of the CIPP model (context, Input, Process, and Product)

initiated by Stuflebeam in child-friendly schools by developing peace education at KB Joglo Pati, the results and discussion are described as follows:

Context Aspect

The focus of the contextual assessment is the needs analysis; the main question in this component is "What is needed? As the program is implemented, it is adapted to the needs and circumstances of the learner's environment. The background of the child-friendly school program was originally a UNICEF concept (Modipane & Themane, 2014), which was then adopted by Indonesia because it saw that education in Indonesia often ignored children's rights. The purpose of child-friendly school policy is to be able to guarantee, fulfill, and protect children's rights, and to ensure that educational units can develop children's interests, talents, and abilities, and prepare children to be responsible, tolerant, respectful, and peaceful.

Schools as educational agents are expected to implement school management that is friendly to students by humanizing students according to their characteristics (Sayekti et al., 2018). KB Joglo is a school by developing peaceful education, which is certainly also a child-friendly school for its students.

Based on the results of the interview with Informant 1, namely Nanik S.Pd as the principal of KB Joglo on May 17, 2024, she said that the child-friendly school program by developing peaceful education was motivated by the experience of violence in public schools, which encouraged the opening of peace education programs. Almost every day, we are exposed to news and impressions of violence through various mass media until violence becomes familiar in our daily lives, including children (Adawiah, 2015).

Thus, PAUD joglo has a role as a children's workshop to prevent violence, to avoid disruption of social development, emotional children that can have lifelong effects. The results of my research strengthen previous

studies " Research conducted by (Widaningtyas, 2018).entitled "Peace Education in the Framework of Human Rights Friendly Schools", this paper provides another perspective in dealing with conflicts and various actions such as bullying, discrimination, intolerance, fights and also violence that occurs in schools by prioritizing aspects of prevention. One form of prevention is the development of a culture of peace in schools through "peace education".

This program indirectly prevents violence and discrimination against children and other school members. Therefore, violence against children must be eradicated at an early stage. Efforts can be made by providing peace education to children from an early age.

Some aspects of peace education formulated by Nadine C. Hoover, Buffalo, New York, USA, in collaboration with the founder of PAUD Joglo, are as follows:

1. To bring out the good in oneself and others, not to belittle or exaggerate.
2. To stop, listen, and not cut.
3. Speak briefly and honestly without fear of being wrong.
4. Share your own experience, not someone else's without permission.
5. Make friends, not enemies, with people who are like you and different from you.
6. Ask for and give feedback and help.
7. Let emotions flow, then talk to the person if there is a disagreement.
8. Use only what is necessary and share the rest fairly.
9. Exercise the right to bypass and negotiate.
10. Voluntarily serve self, not others.
11. Care for each person, group, community and nature.
12. Live in integrity with the forces of life change.

Some of the above aspects have similarities with UNESCO's anti-violence education, including: a) respect for life; b) non-violence; c) sharing with others; d) listening to understand; e) preserving the earth; f) solidarity; g) equality between men and

women; h) democracy (Simatupang & Abduh, 2020).

By providing peace education to children, it aims to understand and instill values for anti-violent behavior. In addition, through peace education, children are invited to develop and practice the values of peace education. If the values of peace education are instilled in children from an early age, these values will be embedded until they grow up and form an anti-violence mentality and become the children of a nation with good character. In accordance with the child-friendly program, students at KB Joglo are taught not only to make peace with others, but also to make peace with nature, how to protect and care for nature in learning activities, KB Joglo introduces permaculture principles and other activities that support such as ecobrik.

The analysis of the environmental context of KB Joglo is closely related to the social background of the children in their home, school and community environments. The social development of children is influenced by family, school, friends and society. The school intensively tries to provide an informal approach to provide guidance, supervision, so that a healthy, safe, comfortable, non-violent school can be realized for all school residents.

Input Aspect

The input assessment component focuses on the plans and strategies that need to be implemented. The main questions are "what needs to be done?"; what plans need to be made by the institution in relation to the program being carried out; how is the availability of supporting infrastructure; funding sources? Thus, input evaluation is useful to determine the suitability of the environment to help achieve the goals and objectives of the program that has been prepared and planned. The input evaluation component focuses on what plans and strategies need to be implemented. Therefore, the evaluation focuses on facilities and infrastructure, human

resources, financial resources, and values in peace education.

Based on the results of research, namely interviews and observations at KB Joglo, it is in accordance with the standards of child-friendly school facilities and infrastructure based on the guidelines set by the Minister of National Education No. 24 of 2007. The classrooms at KB Joglo are designed with the comfort of the students in mind, with tables and chairs that are not too high and adjusted to the height of the students. The classroom space is also adjusted to the number of students so that students feel comfortable and can learn well.

In running a child-friendly school program through the development of peaceful education, the school is directly supported by a non-violent living education consultant, Nadine Hollver, from the United States. Every three months, KB Joglo teachers attend the Creating Culture of Peace training, where they learn how to be child-friendly, nature-friendly, and how to create a culture of peace in the school environment, home, or community.

The source of funds for the child-friendly school program through the development of peace education at KB Joglo comes from the government's BOP and funding from parents. These funds are used to build facilities and infrastructure in schools, children's facilities that support the creation of child-friendly schools so that the goals can be well achieved.

The results of this evaluation support the statement of (widowati, 2018). in her research that the importance of costs in a budget is that costs affect the level of efficiency and effectiveness in achieving goals. With a solid budget planning and allocation of funds that are on target and effective, it will have an impact on the success of the program.

Process Aspect

The focus of the process evaluation component of the study is on program implementation: "Is the program being implemented? In the process evaluation of

child-friendly schools by developing peace education at KB Joglo, the author can conclude that the implementation of child-friendly school programs by developing peace education has been done well. The child-friendly school policy at KB Joglo includes peace education.

The implementation of the SRA program in KB Joglo focuses on the implementation of the learning process and the provision of child-friendly school facilities. The learning process is carried out in a fun, inclusive, respectful and non-discriminatory manner towards students both inside and outside the classroom.

In learning activities, the principles of respect, care, courtesy, and patience are emphasized in teaching; activities are conducted that involve children and invite them to protect the environment; and children are involved in decision-making about school activities so that they feel valued and responsible.

Regarding the curriculum at KB Joglo, it can be explained that the principle of child-friendly schools by developing peace education applies a curriculum based on regenerative culture peace and justice curriculum. where this curriculum was adopted from the empowerment of non-violent life developed by Nadine Hoolver consultant from the United States. The curriculum used is incorporated into child-friendly principles. Curriculum-based interpersonal problem-solving skills programs have been shown to reduce and prevent violence among preschool children (McMahon et al., 2000). Curriculum innovation promotes teacher cooperation and collaboration through instruction, and teachers benefit from expertise in learning knowledge, classroom management, and pedagogy (Robertson, 2005).

The results of this evaluation support the statement of (Utami et al., (2023) in their research that the curriculum component is very important because it is related to student learning and there must be a

connection with the program being implemented.

In learning, children are often involved in collaboration to create a positive classroom environment. Thus, according to the indicators of a child-friendly school program, student participation is always involved in learning activities, both indoors and outdoors.

This research is supported by Fahmi, (2021). who said that student involvement in school will be very important because it affects the quality and quantity of students' psychological states such as cognitive, emotional and behavioral responses to the learning process as well as academic and social activities both in class and out of class to achieve good learning outcomes. With the involvement of students in school is a psychological part that their existence is recognized in their school.

The relationship between parents and children who support each other will have a positive impact and influence on children in school. Therefore, children need parents to provide knowledge on how to be polite, how to be friendly, how to speak well as done by KB Joglo, parents are involved in achieving a child-friendly school program by developing this peace education. (Sujarwo et al., (2021) said that parental involvement is very important in the success of children's education.

Product Aspect

The last component in the CIPP evaluation model is Product evaluation. The starting point of evaluation in this component is the question; "Has the child-friendly school program by developing peace education been successful?". Measuring the level of success begins with collecting data using observation, interviews and documentation to obtain qualitative data describing the perceptions of various parties about the success of the program, namely During the implementation of the child-friendly school program by developing peaceful education, there are changes felt by all school members.

Especially students. The results of the evaluation of child-friendly school products at KB Joglo show the principles and fulfillment of child-friendly schools by developing peace education.

Through habituation of students' attitudes or behavior towards school residents (teachers, peers, education personnel and parents) students always greet and shake hands with teachers, be friendly to anyone behave politely and have good character.

Based on the results of observations by researchers at school, this finding underlines that there is a big impact from the context, input, and process on the product. Learners can respect and not do bullying, help each other friends who need help, for example children with disabilities who cannot speak. children will automatically help their friends speak without adults telling or telling them. With the child-friendly school program by developing peace education, children can respect themselves, tolerance, empathy, honesty, not suspecting each other, cooperation friendship, mutual understanding, and justice.

The implementation of a child-friendly learning process is the application of discipline without violence, namely a child-friendly learning process includes the application of discipline and firmness without demeaning children and violence, two-way communication using positive language, providing motivation to learn, building familiarity with children, seeing each child as a unique character. Teachers also remind children of things related to positive character building, such as empathy, non-discrimination, anti-radicalism, love of country, language, culture and religious differences, respect for human rights, social, love of cleanliness and anti-bullying.

Children are also taught important values that will help them become better individuals in society. Through daily interactions they learn how to be friends with everyone, respect and appreciate others, and develop empathy for their friends. When a friend needs help, children

at KB Joglo are taught to help and provide support.

In addition, KB Joglo also instills awareness of the environment. From an early age, children are trained to throw garbage in its place, take care of plants and plant them, and maintain the cleanliness and beauty of the surrounding environment. Thus, children not only learn about the importance of protecting nature but also apply it in everyday life.

Facilities and infrastructure of KB Joglo KB Joglo over time continues to be improved towards child-friendly school standards tailored to the needs of children. The availability of open play space for children and a clean, healthy and beautiful school environment makes students happy and comfortable to linger at school.

Children with special needs can also enjoy the learning process safely without discrimination. Students have actively participated in learning activities. Communication between teachers, students and parents is also well established so that students are brave enough to report acts of violence that happen to them.

The child-friendly school program by developing peace education, the learning model that teachers use is that the teacher is more democratic, the teacher knows the character of the child before deciding what steps to take in dealing with the child, all problems related to students are resolved with a cool head, the teacher gives more good prejudice to students so that all the behavior of students is considered to have a good purpose, it's just that the steps are wrong, so the teacher needs to take a subtle approach, the teacher realizes that the potential of good students and needs to be developed.

Based on the findings of the negative aspects, it is also revealed that in KB there are children with disabilities who need extra help, but parents cannot afford to pay the necessary fees. The lack of consistency of parents around the children in practicing peace education in their lives, so that the goals of peace education are difficult to

realize in the community environment, the existence of parents who are busy working it is difficult to have time to just leave their children at school and not participate in parenting activities at school. KB Joglo is a meeting place for people of different religions, so KB Joglo does not educate children by focusing on learning according to each child's religion. This will have an impact when children transition from KB Joglo to Islamic primary schools or Christian primary schools, children are not too familiar with Islamic prayers, Christian prayers, so if parents do not support religious learning at home when transitioning to primary school children do not have religious-related provisions.

The results of this study reinforce the previous study of (Annisa & Habiby, 2024). that peace education can be a new formulation in maximizing the goals of child-friendly schools to make schools comfortable, and avoid violent conflicts, especially in the school environment.

CONCLUSION

Based on the results of research and discussion, it can be concluded that: (1) The results of the evaluation in the context aspect show that the child-friendly school program by developing peace education is feasible to implement because it is in accordance between the background of program implementation and the existing needs. (2) The results of the evaluation of the child-friendly school program in the input aspect of the infrastructure aspect have been adjusted to the indicators of the SRA program. The availability of human resources, namely school residents, education personnel educators, parents and students are equipped with training on children's rights and child-friendly schools that develop peaceful education and the availability of financial resources to support the implementation of the program, although it is not sufficient, so we can know that the implementation of child-friendly school programs can be implemented. (3) The results of the evaluation of child-

friendly school programs in the process aspect that the implementation of the program has been carried out well. The learning process in KB Joglo is interactive, fun and involves active participation of students and active participation of parents. However, there are obstacles if the peaceful education program implemented in the school is not applied at home or in the community, then the peaceful goal is difficult to achieve. (4) The results of the evaluation of child-friendly school programs in the product aspect, child-friendly schools through the development of peace education show the principles of child-friendly schools, such as students always greet friends or guests who are in the school environment, greeting, politeness, caring, empathy, honesty, helpful discipline, courage and responsibility etc. Overall, the program can have a positive impact on school and community members.

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