



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

THE INFLUENCE OF CHILD-FRIENDLY SCHOOL PROGRAMS AND PRINCIPAL LEADERSHIP ON THE FULFILLMENT OF CHILDREN'S RIGHTS IN PUBLIC HIGH SCHOOL 5 BUKITTINGGI

Erik Hadi Putra¹, Darul IImi²

^{1,2}Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

Email : erikputra67@guru.sma.belajar.id

ABSTRACT

The Child-Friendly School Program at SMA Negeri 5 Bukittinggi faces several problems that hinder its effective implementation. One of the main problems is the lack of understanding and commitment from all school parties, including teachers, students, and administrative staff, to the concept and implementation of child-friendly schools. This study aims to determine the effect of Child Friendly School Program and Principal Leadership on the Fulfillment of Children's Rights at SMAN 5 Bukittinggi. The quantitative correlation method was used in this study. The use of numbers to collect data for this study. Based on the results of simultaneous tests through the ANOVA model, the value of F count is 24.654, with a significance of 0.000 greater than F table 3.10, indicating that the Child Friendly School Program and Principal Leadership together have a significant influence on the Fulfillment of Children's Rights. Based on the coefficient of determination (R²) value of 0.971, it can be concluded that 97.1% of the variation in the fulfillment of children's rights is caused by the Child Friendly School Program and Principal Leadership.

Keywords: *Child Friendly School; Principal Leadership; Fulfillment of Children's Rights.*



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

INTRODUCTION

A Child Friendly School (SRA) is an educational approach that creates a safe, healthy and clean learning environment that respects and protects children's rights. The program rejects violence, discrimination and inappropriate treatment. On the other hand, the program encourages children to actively participate in school planning, policy, learning and supervision. According to Minister of PPPA Regulation No. 8/2014, SRAs must be child-friendly, non-violent and supported by trained staff. UNICEF develops programs that focus on the three basic rights of children: provision, protection and participation, to achieve quality education.¹

The Child Friendly School (SRA) policy is applied to formal, informal and non-formal educational institutions to protect children's rights and provide quality education. The goal of SRA is to produce a generation that is healthy, smart, happy, moral, and loves the country. As schools serve as the second place after home, they should create a comfortable learning environment. SRA adheres to the following principles: nondiscrimination, best interests of the child, sustainability of life and development, respect for children's right to life, and good management to realize inclusive education and safeguard children's welfare.²

Then the role of a school principal is very important in ensuring the implementation of the SRA program. The principal acts as a key leader and model for the entire school community. The principal has the responsibility to develop policies that support a safe, inclusive and supportive learning environment for students' physical, emotional, social and academic development. In addition, the principal must also ensure that school staff receive appropriate training, facilitate parental and community involvement, monitor program effectiveness, deal decisively with cases of bullying, and establish transparent communication with all school stakeholders. With the active role and strong commitment of a principal, the SRA program can be successfully implemented, creating a learning environment that supports students' positive development and well-being.³

Principal leadership is critical in the implementation of the Child Friendly School (SRA) program. Principals who prioritize safety, well-being and inclusive

¹ Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak, 'Panduan Sekolah Ramah Anak', *Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak*, 2015, 42.

² Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak.

³ Yuniarta Syarifatul Umami, "Kontribusi Kemampuan Manajerial Kepala Tk Dalam Mengimplementasikan Program Sekolah Ramah Anak'(Studi Kasus Di Tk Aisyiyah Besuki Kabupaten Situbondo)," n.d.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

learning create an environment that supports children's development. Collaboration with teachers, staff, parents and the community also strengthens the SRA policy. In addition, schools are responsible for preventing verbal violence through anti-bullying programs and firm policies. Children must be given protection and care to grow up physically, mentally and morally healthy and receive a quality education without discrimination.⁴

Child abuse, whether physical, emotional or sexual, is a serious problem in schools. These forms of violence can be committed by various parties, such as teachers, students or school staff, which can have a psychological impact on the victim. To create a safe and comfortable environment for children, the government implements education policies that emphasize child safety, comfort and development. The learning process should be inclusive, avoid discrimination and encourage the development of students' character, potential and creativity through various activities. Learning assessment should also focus on children's rights, use authentic assessment without comparison between students, and create a classroom environment free from violence and discrimination. This aims to support students' holistic development optimally.⁵

Violence in schools is not only limited to physical acts, but also includes verbal violence, such as teasing, threats, or bullying that can demean, humiliate, and emotionally hurt students. The impact of verbal violence is very serious, causing stress, anxiety, depression, decreased self-esteem, and disrupting students' learning ability and social development. To create inclusive and quality education, the fulfillment of children's rights during the learning process is very important. Every child has the right to education without discrimination, with a safe and supportive environment, and protection from violence. Parental involvement and children's participation in decision-making are also very important. Special support should be given to children with special needs to develop their potential, as well as ensuring the protection of children's privacy and data security in education.

⁴ Syamsul Haling et al., "Perlindungan Hak Asasi Anak Jalanan Dalam Bidang Pendidikan Menurut Hukum Nasional Dan Konvensi Internasional," *Jurnal Hukum & Pembangunan* 48, no. 2 (2018): 361–78.

⁵ Thomas Lickona, *Character Matters (Persoalan Karakter): Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas, Dan Kebajikan Penting Lainnya* (Bumi Aksara, 2022).



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

According to Hambali, the determinants of the fulfillment of children's rights in education include forward-looking government policies, the implementation of regulations to ensure equal opportunities, the provision of alternative education, and the availability of the education budget in the state budget.⁶ On the other hand, Sartini Lestari adds that factors that influence the protection of children's rights include cooperation between citizens, schools and the environment, the availability of facilities and infrastructure, parental care, and enthusiasm between schools and communities. Both theories highlight the importance of government policy and principal leadership in creating a child-friendly educational environment that supports the fulfillment of their rights.⁷

SMA Negeri 5 Bukittinggi is the only high school in West Sumatra to pass the 2022 Child Friendly School (SRA) Standardization, which recognizes the school's efforts in creating an environment that is safe, inclusive, and supports the holistic development of students. Despite this recognition, the school still faces various challenges in implementing the SRA Program, such as a lack of understanding and commitment from all parties in the school, inadequate physical facilities, budget limitations, and low participation from parents and the community. Some other issues include the lack of student involvement in program planning, the absence of a policy to prevent dropouts due to financial problems, and the lack of maximum support from community organizations and alumni.

The principal's leadership is also an obstacle to the effective implementation of SRA, where limitations in communication, managerial and the ability to encourage active participation from all school components hinder the achievement of program objectives. In addition, children's rights such as the right to participation in decision-making and the right to a safe learning environment have not been fully fulfilled. Limited facilities, health services and socialization of children's rights are also challenges in creating an environment that supports students' well-being. This study focuses on the influence of the SRA Program and the principal's leadership on the fulfillment of children's rights at SMA Negeri 5 Bukittinggi, with the aim of identifying factors that influence the success of the program.

⁶ Hambali Hambali, "HAK ANAK ATAS PENDIDIKAN, PEMENUHAN HAK DAN SOLUSINYA (Dimulai Dari Lingkungan Keluarga Dan Aktivitas Sederhana)," *Paradigma: Jurnal Ilmiah Pendidikan* 12, no. 24 (2007).

⁷ Sartini Lestari, "Program Perlindungan Anak Di Kampung Ramah Anak Kelurahan Kuningan, Kecamatan Semarang Utara," *Unnes. Semarang*, 2019.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

RESEARCH METHODS

This research uses a quantitative approach, type of correlation research, to see how the variables studied relate to each other. This approach was chosen because it is suitable for measuring the relationship between variables objectively and measurable through statistical analysis. The study population consisted of all students of SMAN 5 Bukittinggi which amounted to 1,041 students. Simple random sampling method was used to sample the population; in total, 91 students became the research respondents. The main tool for data collection was a questionnaire, which was formed as closed statements or questions with a Likert scale to facilitate measurement. Before use, these instruments were tested for validity and reliability to ensure accuracy and consistency of measurement. After that, the collected data was analyzed in several stages. First, classical assumption tests were used. This included a normality test to guarantee that the data was normally distributed, a multicollinearity test to find that there was a strong correlation between the independent variables, and a heteroscedasticity test to ensure that the residual variance remained constant across the predictor values. In the next step, hypothesis testing was carried out using multiple linear regression analysis to determine the effect of the independent variables on the dependent variable, both simultaneously and partially. The F test measures the overall significance of the regression model, and the determination test (R²) measures the contribution of the independent variables to the dependent variable.

RESULTS AND DISCUSSION

Prerequisite Test Analysis

1. Tests of Normality

Table 1

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	,076	91	,200*	,983	91	,275
X2	,066	91	,200*	,975	91	,080
Y	,071	91	,200*	,968	91	,023

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Sumber: Test Distribution Is Normal dari SPSS 2



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

The table above shows the normality test results for three variables: Child Friendly School Program (X1), Principal Leadership (X2), and Fulfillment of Children's Rights (Y). The significance value (Sig.) for variables X1, X2, and Y are each greater than 0.05, which is 0.200, indicating that the data for each variable is normally distributed. In addition, the Shapiro-Wilk test results for the Child-Friendly School Program (X1) and Principal Leadership (X2) show significance values greater than 0.05 (0.275 and 0.080 respectively), which also indicates normal data distribution. However, for the Child Rights Fulfillment variable (Y), the Shapiro-Wilk significance value is 0.023, which is smaller than 0.05, thus indicating that the data for variable Y is not normally distributed. Overall, this normality test illustrates that most of the data in this study is normally distributed, except for variable Y which shows abnormalities.

2. Multicollinearity Test

Table 2
Multicollinearity Test

Collinearity Statistics	
Tolerance	VIF
.997	1.003
.997	1.003

a. Dependent Variable: Y

Table 2 shows the multicollinearity test results for the two independent variables in the regression model, namely Child Friendly School Program (X1) and Principal Leadership (X2), with Child Rights Fulfillment (Y) as the dependent variable. The Tolerance value for variables X1 and X2 is 0.997 each, indicating that there is no significant multicollinearity problem between the independent variables. The Variation Inflation Factor (VIF) value for these two variables is also 1.003, which is much lower than the commonly used VIF critical limit of 10. These test results overall indicate that there is no significant multicollinearity between the independent variables in this model; thus, the relationship between the independent variables does not interfere with the regression analysis.



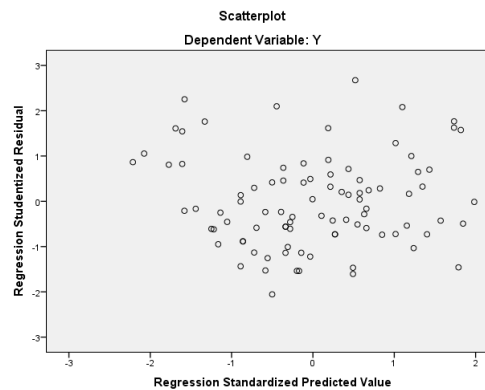
TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

3. Heteroscedasticity Test

**Grafik 1
Scatterplot**



Based on the scatterplot graph generated from the SPSS 22 output, it can be concluded that there is no heteroscedasticity problem in the regression model, and this test is feasible. The distribution of data points on the graph shows that no clear pattern is formed, and the points are not clustered above or below the Y axis.

Hypothesis Test

1. Multiple Linear Regression Test

**Table 3
Multiple Linear Regression Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,777	17,689		,666	,507
	X1	,723	,108	,571	6,688	,000
	X2	,145	,081	,153	1,795	,076

a. Dependent Variable: Y

With Child Rights Fulfillment (Y) as the dependent variable, and Child Friendly School Program (X1) and Principal Leadership (X2) as the independent variables, the multiple linear regression test results can be seen in Table 3. Based on the data obtained, the constant value (Intercept) is 11.777, with a t value of 0.666, and a significance of 0.507, this indicates that the constant is not significant at the $\alpha = 0.05$ level. With a p-value smaller than 0.05, this indicates that the child-friendly school program has a significant influence on the implementation of children's rights. In contrast, for variable X2-Principal Leadership-the



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

unstandardized coefficient value (B) is 0.145, with a t-value of 1.795, and a significance of 0.076. Thus, the p-value which is greater than 0.05 indicates that the effect of School Leaders on the Implementation of Children's Rights is not significant at α . Thus, it can be concluded that the Child Friendly School Program (X1) has a significant effect on the Fulfillment of Children's Rights and the Principal Leadership (X2) has a small effect.

This confirms the importance of the program in creating a school environment that supports and fulfills children's rights and demonstrates that child-friendly policies and practices in schools can have a significant positive impact on students' well-being and development. This research provides strong empirical evidence supporting the further implementation and improvement of the Child-Friendly School Program in other schools. The goal is to create a better educational environment and fulfill children's rights in the most effective way.

The results of this study are in line with research conducted by Lenny Nuraeni, Andrisyah, and Rita Nurunnisa, which shows that the Sekolah Sahabat Anak (SRA) Program has a positive effect on improving children's character at an early age. With a positive regression value, this study shows that improving the SRA program can improve children's character at an early age.⁸ Furthermore, research conducted by Rosyidah Uzlifatul Jannah, M Wafiyul Ahdi, and Emi Lilawati on the impact of the SRA Program on the morality of grade XI students of MAN 9 Jombang showed significant results. With a product moment analysis value of 0.312 ± 0.254 , H_0 is rejected and H_a is accepted, so this study concludes that the SRA Program has a significant impact on student morality at the school.⁹

One of the studies relevant to this topic is a study conducted by Lenny Nuraeni, Andrisyah, and Rita Nurunnisa on how effective the Child Friendly School Program (SRA) is in improving children's character traits at an early age. The results show that SRA improves children's character traits, in line with the finding that SRA improves the implementation of children's rights.¹⁰ Another

⁸ Lenny Nuraeni, Andrisyah Andrisyah, And Rita Nurunnisa, 'Efektivitas Program Sekolah Ramah Anak Dalam Meningkatkan Karakter Anak Usia Dini', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4.1 (2019), 20 <<https://doi.org/10.31004/obsesi.v4i1.204>>.

⁹ Rosyidah Uzlifatul Jannah, M Wafiyul Ahdi, And Emi Lilawati, 'Pengaruh Program Sekolah Ramah Anak Terhadap Moralitas Peserta Didik Kelas XI Di MAN 9 Jombang', *Joems (Journal Of Education And Management Studies)*, 5.1 (2022), 42-46 <<https://doi.org/10.32764/joems.v5i1.655>>.

¹⁰ Lenny Nuraeni, Andrisyah Andrisyah, and Rita Nurunnisa, "Efektivitas Program Sekolah Ramah Anak Dalam Meningkatkan Kompetensi Sosial," *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung* 6, no. 1 (2020): 6-15.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

relevant research is a study by Rosyidah Uzlifatul Jannah, M Wafiyul Ahdi, and Emi Lilawati on the influence of the SRA Program on the morality of students. This study also showed a significant effect of the SRA Program on the morality of students, which reflects the positive impact of this program on other aspects besides the fulfillment of children's rights.¹¹ Finally, a study by Hasan Baharun on women's leadership in creating Child Friendly Schools showed that the leadership of school principals, although having an influence on the implementation of SRA, is not always significant in influencing learning outcomes or the fulfillment of children's rights, which is in line with the findings in this study that the effect of principal leadership on the fulfillment of children's rights is not significant at the $\alpha = 0.05$ level.¹²

2. Multiple Linear Regression Test

Table 4
Multiple Linear Regression Test

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,777	17,689		,666	,507
	X1	,723	,108	,571	6,688	,000
	X2	,145	,081	,153	1,795	,076

a. Dependent Variable: Y

The results of multiple linear regression tests with the dependent variable Y are shown in Table 4. The regression coefficient for the constant (Intercept) is 11.777, with a t-value of 0.666 and sig. 0.507, which is not significant. Overall, the results show that variable X1-Child Friendly School Program-has a significant influence on the dependent variable Y, with a regression coefficient of 0.723 with a t-value of 6.688 and sig. 0,000. In contrast, variable X2 - Principal Leadership - has a regression coefficient of 0.145 with a t-value of 1.795 and sig. 0.076, which indicates that the effect of variable X2 on the dependent variable Y.

This research provides strong empirical evidence that good leadership at the school level can have a significant positive impact on students' well-being and development and underscores the importance of improving the capacity and quality of leaders. The research also demonstrates the critical role of school

¹¹ Jannah, Ahdi, and Lilawati, "Pengaruh Program Sekolah Ramah Anak Terhadap Moralitas Peserta Didik Kelas XI Di MAN 9 Jombang."

¹² Hasan Baharun, Adi Wibowo, and Siti Nur Hasanah, "Kepemimpinan Perempuan Dalam Menciptakan Sekolah Ramah Anak," *Quality* 9, no. 1 (2021): 87, <https://doi.org/10.21043/quality.v9i1.10109>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

principals in creating an educational environment that supports children's rights and ensures that every student is protected and their rights are fulfilled.

The results of this study are in line with research conducted by Hasan Baharun regarding women's leadership in creating Child Friendly Schools (SRA). The research shows that women's leadership in RA Nurus Salam plays an important role in the implementation of SRA. The stages of SRA implementation include SWOT analysis, school branding, implementation of SRA development, and continuous improvement. With the implementation of SRA, the learning process at RA Nurus Salam became more conducive, and parents' trust in teachers increased. This shows that women's leadership can have a positive impact in creating a child-friendly school environment.¹³

Zulfiana's research on the Implementation of Child Friendly Schools in Improving Student Welfare shows that the SRA program that is systematically implemented has a significant impact on the welfare and fulfillment of student rights, in line with the results that the SRA Program has a significant influence on the fulfillment of children's rights.¹⁴ Second, Fitriani and Nurul Izzah's study on the Influence of Principal Leadership Style on the Implementation of the SRA Program concluded that although principal leadership contributes to the success of the program, its influence is not always dominant when compared to school policies and organizational culture.¹⁵ Third, Dodi Iskandar's research on the Effectiveness of SRA Implementation at the High School Level identified that aspects of SRA directly support the fulfillment of children's rights, in line with the finding that the SRA Program plays a big role in this regard.¹⁶ Finally, Muhammad Hamzah Al Faruq's study on Principal Transformational Leadership in Improving Character Education Through SRA shows that principal leadership supports the implementation of SRA, but its impact requires synergy with other

¹³ Hasan Baharun, Adi Wibowo, And Siti Nur Hasanah, 'Kepemimpinan Perempuan Dalam Menciptakan Sekolah Ramah Anak', *Quality*, 9.1 (2021), 87 <<https://doi.org/10.21043/Quality.V9i1.10109>>.

¹⁴ Zulfiana Zulfiana, Widya Kusumaningsih, and Rosalina B R Ginting, "Manajemen Sekolah Ramah Anak Dalam Meningkatkan Kesejahteraan Siswa Di TK Islam Al Amin Kecamatan Tuntang," *Jurnal Inovasi Pembelajaran Di Sekolah* 5, no. 1 (2024): 313–21.

¹⁵ Nurul Izzah, Yanti Setianti, and Olga Tiara, "Peran Kepemimpinan Kepala Sekolah Dalam Mewujudkan Sekolah Ramah Anak Di Sekolah Inklusi," *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2023): 272–84.

¹⁶ Dodi Iskandar, Tri Yuni Hendrowati, and Siswoyo Siswoyo, "Efektivitas Program Sekolah Ramah Anak Dalam Mengembangkan Sekolah Berkarakter," *Manajemen Pendidikan*, 2024, 61–72.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

factors to achieve significant results.¹⁷ These studies corroborate that the SRA program has a major influence, while the principal's leadership requires a collaborative approach for maximum impact.

3. F test

Table 5

F test

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2469,549	2	1234,774	24,654	,000 ^b
Residual	4407,440	88	50,085		
Total	6876,989	90			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

The simultaneous test results (F) show that the regression model used in this study has a significant influence on the dependent variable (Y). Based on the ANOVA table, the calculated F value is 24.654 with a significance (p-value) of 0.000 which is smaller than 0.05, which indicates that the regression model has a significant influence on the dependent variable (Y). Thus, the independent variables, namely Child Friendly School Program (X1) and Principal Leadership (X2), both simultaneously have a significant influence on the dependent variable (Y).

4. Determination Coefficient Test

Table 5

Determination Coefficient Test (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,599 ^a	,359	,345	7,077

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

¹⁷ Muhammad Hamzah Al Faruq and Supriyanto Supriyanto, “Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Mutu Guru,” *JDMP (Jurnal Dinamika Manajemen Pendidikan)* 5, no. 1 (2020): 68–76.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

The test results of the coefficient of determination (R^2) indicate that the regression model used can explain the variability of the dependent variable (Y). Based on the Model Summary Table, the R value of 0.599 indicates a moderate relationship between the dependent variable and the independent variables (X1 and X2). Meanwhile, the R^2 value of 0.359 indicates that 35.9% of the variation in the fulfillment of children's rights (Y) can be explained by the Child Friendly School Program (X1) and Principal Leadership (X2). Meanwhile, the Adjusted R^2 value of 0.345 indicates that this model remains stable even though some other variables may affect the results. The standard error of the estimate of 7.077 indicates how large the model prediction error to the true value

The rights of SMAN 5 Bukittinggi are greatly influenced by the child-friendly school program and the leadership of the principal. Implementing programs that create a child-friendly environment and having a strong principal are necessary to create the best environment for children's rights. This study provides strong empirical evidence to support policies and practices that focus on improving the quality of education and children's well-being in other schools..

Several relevant studies support this finding. First, research by Nuraeni, Andrisyah, and Nurunnisa on the Effectiveness of Child-Friendly Schools in Improving Children's Welfare and Rights shows that SRA programs have a significant impact in supporting the fulfillment of children's rights, especially if implemented with strong leadership support.¹⁸ Second, Rinanda Dwi Cahyani et al.'s study on the Correlation Between Child Friendly School Program and Principal Leadership Role on Education Quality found that the success of SRA is highly dependent on a good collaboration between program policy and principal leadership.¹⁹ Third, Rohmad Arkam's research on the Relationship between Principal Leadership and Child-Friendly Policy Implementation identified that although principal leadership has an influence, a well-structured program has a more significant impact on the fulfillment of children's rights.²⁰ Fourth, the study of Achmad Khomsin, Indra Jaya, and Nidya Chandra Muji Utami related to the Simultaneous Effect of Child Friendly Policies and Leadership on Student

¹⁸ Nuraeni, Andrisyah, and Nurunnisa, "Efektivitas Program Sekolah Ramah Anak Dalam Meningkatkan Karakter Anak Usia Dini."

¹⁹ Rinanda Dwi Cahyani et al., "Peran Penting Kepala Sekolah Dalam Implementasi Program Sekolah Ramah Anak Di SD Negeri Purwoyoso 03 Semarang," *Jurnal Penelitian Pendidikan Indonesia* 9, no. 1 (2024).

²⁰ Rohmad Arkam, "Tipologi Kepemimpinan Kepala Sekolah Dalam Mewujudkan Sekolah Ramah Anak," *Kidido: Jurnal Pendidikan Islam Anak Usia Dini*, 2024, 84–95.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

Welfare corroborates that these two factors simultaneously have a significant relationship to the fulfillment of children's rights, in accordance with the results of the F test in this research.²¹ These studies provide a strong foundation for understanding and developing further research related to SRA programs and leadership in educational contexts.

CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that the Child Friendly School (SRA) Program and Principal Leadership have a significant influence on the fulfillment of children's rights at SMAN 5 Bukittinggi. First, the SRA Program shows a positive influence on the fulfillment of children's rights, where every 1% increase in the SRA Program can increase the fulfillment of children's rights by 0.723 or 72.3%. Second, Principal Leadership also has a positive effect, with every 1% increase in principal leadership increases the fulfillment of children's rights by 0.145 or 14.5%. Furthermore, the simultaneous test results show that, with a calculated F value of 24,654 and a significance of 0.000, which is smaller than 0.05, the two independent variables-SRA program and Principal Leadership-together have a significant influence on children's rights education. This indicates that the alternative hypothesis is accepted, and the null hypothesis is rejected. In addition, the coefficient of determination (R²) of 0.359 indicates that the two variables can account for 35.9% of the variability in educating children's rights, while the remaining 64.1% is influenced by additional variables not examined in this study.

Based on the results of this study, further research development can involve more schools in various regions to get a broader picture of the influence of the Child Friendly School Program (SRA) and Principal Leadership on the Fulfillment of Children's Rights. Further research is also recommended to deepen aspects of principal leadership, such as leadership style and interpersonal skills, which can have a more significant effect on the fulfillment of children's rights. In addition, future research can integrate other variables such as the role of parents and community support. A qualitative or mixed-methods approach is also recommended to explore the perceptions of students, parents and teachers regarding the implementation of SRA, so that it can provide deeper insights.

²¹ Achmad Khomsin, Indra Jaya, and Nidya Chandra Muji Utami, "Kebijakan Sekolah Ramah Anak (SRA): Sebuah Kajian Literatur Implementasi Dan Dampaknya Di Sekolah Dasar," in *Prosiding Seminar Nasional Pendidikan FKIP Universitas Lampung*, 2024, 354–62.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

DAFTAR PUSTAKA

- Arkam, Rohmad. “Tipologi Kepemimpinan Kepala Sekolah Dalam Mewujudkan Sekolah Ramah Anak.” *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2024, 84–95.
- Baharun, Hasan, Adi Wibowo, and Siti Nur Hasanah. “Kepemimpinan Perempuan Dalam Menciptakan Sekolah Ramah Anak.” *Quality* 9, no. 1 (2021): 87. <https://doi.org/10.21043/quality.v9i1.10109>.
- Cahyani, Rinanda Dwi, Nazwa Kaila Anindia, Rifani Yulianti, and Oktaviana Eka Fadila. “Peran Penting Kepala Sekolah Dalam Implementasi Program Sekolah Ramah Anak Di SD Negeri Purwoyoso 03 Semarang.” *Jurnal Penelitian Pendidikan Indonesia* 9, no. 1 (2024).
- Faruq, Muhammad Hamzah Al, and Supriyanto Supriyanto. “Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Mutu Guru.” *JDMF (Jurnal Dinamika Manajemen Pendidikan)* 5, no. 1 (2020): 68–76.
- Haling, Syamsul, Paisal Halim, Syamsiah Badruddin, and Hardianto Djanggih. “Perlindungan Hak Asasi Anak Jalanan Dalam Bidang Pendidikan Menurut Hukum Nasional Dan Konvensi Internasional.” *Jurnal Hukum & Pembangunan* 48, no. 2 (2018): 361–78.
- Hambali, Hambali. “Hak Anak Atas Pendidikan, Pemenuhan Hak Dan Solusinya (Dimulai Dari Lingkungan Keluarga Dan Aktivitas Sederhana).” *Paradigma: Jurnal Ilmiah Pendidikan* 12, no. 24 (2007).
- Iskandar, Dodi, Tri Yuni Hendrowati, and Siswoyo Siswoyo. “Efektivitas Program Sekolah Ramah Anak Dalam Mengembangkan Sekolah Berkarakter.” *Manajemen Pendidikan*, 2024, 61–72.
- Izzah, Nurul, Yanti Setianti, and Olga Tiara. “Peran Kepemimpinan Kepala Sekolah Dalam Mewujudkan Sekolah Ramah Anak Di Sekolah Inklusi.” *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2023): 272–84.
- Jannah, Rosyidah Uzlifatul, M Wafiyul Ahdi, and Emi Lilawati. “Pengaruh Program Sekolah Ramah Anak Terhadap Moralitas Peserta Didik Kelas XI Di MAN 9 Jombang.” *JoEMS (Journal of Education and Management Studies)* 5, no. 1 (2022): 42–46. <https://doi.org/10.32764/joems.v5i1.655>.
- Kementerian Pemberdayaan Perempuan dan Perlindungan Anak. “Panduan Sekolah Ramah Anak.” *Kementerian Peberdayaan Perempuan Dan Perlindungan Anak*, 2015, 42.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 13. No. 01. Februari, 2025, Hal: 14-28

- Khomsin, Achmad, Indra Jaya, and Nidya Chandra Muji Utami. “Kebijakan Sekolah Ramah Anak (SRA): Sebuah Kajian Literatur Implementasi Dan Dampaknya Di Sekolah Dasar.” In *Prosiding Seminar Nasional Pendidikan FKIP Universitas Lampung*, 354–62, 2024.
- Lestari, Sartini. “Program Perlindungan Anak Di Kampung Ramah Anak Kelurahan Kuningan, Kecamatan Semarang Utara.” *Unnes. Semarang*, 2019.
- Lickona, Thomas. *Character Matters (Persoalan Karakter): Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas, Dan Kebajikan Penting Lainnya*. Bumi Aksara, 2022.
- Munajat, H Makhrus, and S H M Hum. *Hukum Pidana Anak Di Indonesia*. Sinar Grafika, 2023.
- Nuraeni, Lenny, Andrisyah Andrisyah, and Rita Nurunnisa. “Efektivitas Program Sekolah Ramah Anak Dalam Meningkatkan Karakter Anak Usia Dini.” *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2019): 20. <https://doi.org/10.31004/obsesi.v4i1.204>.
- Nuraeni, Lenny, Andrisyah Andrisyah, and Rita Nurunnisa “Efektivitas Program Sekolah Ramah Anak Dalam Meningkatkan Kompetensi Sosial.” *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung* 6, no. 1 (2020): 6–15.
- Umami, Yuniarta Syarifatul. “Kontribusi Kemampuan Manajerial Kepala Tk Dalam Mengimplementasikan Program Sekolah Ramah Anak’(Studi Kasus Di Tk Aisyiyah Besuki Kabupaten Situbondo),” n.d.
- Zulfiana, Zulfiana, Widya Kusumaningsih, and Rosalina B R Ginting. “Manajemen Sekolah Ramah Anak Dalam Meningkatkan Kesejahteraan Siswa Di TK Islam Al Amin Kecamatan Tuntang.” *Jurnal Inovasi Pembelajaran Di Sekolah* 5, no. 1 (2024): 313–21.