THE IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL MANAGEMENT IN THE LEARNING PROCESS

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Abstract	This study aims to examine the implementation of Child-Friendly School (CFS) management in the learning process at SMP Negeri 39 Semarang. The research focuses on how planning, organizing, implementation, and supervision are carried out to ensure the fulfillment of children's rights within classroom practices. A qualitative case study approach was employed to obtain an in-depth understanding of managerial and instructional processes. Data were collected through in-depth interviews, classroom observations, and document analysis involving the principal, vice principals, teachers, students, and parents. Data validity was ensured through source and technique triangulation, while data analysis followed the stages of reduction, display, and conclusion drawing. The findings indicate that the implementation of Child-Friendly School management in the learning process has been carried out effectively. In the planning stage, teachers are directed to design student-centered lesson plans that integrate child-friendly principles. The organizing stage shows a clear distribution of roles and responsibilities among school members, including the involvement of parents and the school committee. During implementation, teachers apply active learning strategies, positive communication, and non-violent discipline, creating a safe, inclusive, and enjoyable learning environment. In the supervision stage, regular monitoring and evaluation are conducted to ensure consistent application of child-friendly principles, although continuous monitoring and teacher capacity strengthening remain necessary. Overall, the study concludes that effective management of Child-Friendly Schools contributes positively to the creation of a humane, participatory, and rights-based learning process, supporting students' academic and socio-emotional development.
Keywords	Children's Rights, Child-friendly School, Learning Management, Learning Process, School management.

INTRODUCTION

The concept of Child-Friendly Schools (CFS) has become increasingly relevant in contemporary educational discourse as schools are expected not only to pursue academic excellence but also to ensure the protection, participation, and well-being of children (Yosada & Kurniati, 2019; Utari, 2023; Harmoni & Bangsa, 2024). Child-friendly education emphasizes the creation of learning environments that respect children's rights, promote emotional security, and support holistic development (Rangkuti & Maksum, 2019; Irfan Rohimiansyah & Januarni, 2025; Purbonuswanto et al., 2022). However, the realization of these principles depends not merely on policy adoption but on how schools manage and implement child-friendly practices within the learning process (David El Hakim et al., 2022; Sliwka et al., 2024). Therefore, examining the management of Child-Friendly Schools in classroom learning becomes essential to understand how child-friendly values are operationalized in daily educational practices (Indriani et al., 2025).

The implementation of Child-Friendly School (CFS) management in the learning process represents a crucial academic issue, particularly in translating child rights principles into effective instructional practices (Ngurah et al., 2025) ; (Sam, 2024). In many educational contexts, CFS policies are formally adopted but are often implemented in a fragmented manner, limited to administrative compliance rather than pedagogical transformation (Sriwahyuni & Alfiansyah, 2025). At SMP Negeri 39 Semarang, CFS management is implemented through structured managerial functions, including planning, organizing, implementation, and supervision of learning activities. Lesson planning integrates student-centered learning, positive discipline, and inclusive instructional strategies, while teachers are encouraged to foster respectful communication and non-violent classroom management. These practices reflect deliberate managerial efforts to embed child-friendly principles into classroom learning rather than treating CFS as a symbolic policy.

The extent to which CFS management influences students' comfort, safety, and participation constitutes another significant academic concern. Empirical data from classroom observations, school documents, and interviews indicate that the implementation of child-friendly learning management at SMP Negeri 39 Semarang positively affects students' emotional security and learning engagement. Students demonstrate higher levels of participation, confidence in expressing opinions, and willingness to engage in classroom discussions. Teachers also report that positive communication and participatory learning strategies reduce classroom tension and foster a more supportive learning atmosphere. These findings suggest that effective CFS management contributes

to creating a learning environment that supports both academic engagement and students' psychological well-being.

Despite these positive outcomes, the implementation of CFS management in the learning process encounters several challenges. Supporting factors include strong leadership commitment, consistent supervision of instructional practices, and a collaborative school culture that prioritizes child protection and student participation. Regular coordination meetings and internal monitoring systems strengthen the consistency of implementation. However, inhibiting factors persist, such as teachers' workload, limited time for pedagogical reflection, and variations in teachers' competence in applying child-centered instructional approaches. These challenges indicate that although CFS management has been systematically implemented, its sustainability requires continuous professional development and adaptive managerial support.

Several studies over the past five years have examined Child-Friendly School implementation from various perspectives. Irfan Rohimiansyah & Januarni (2025), found that CFS implementation improved school climate and students' sense of safety; however, their study emphasized policy compliance rather than classroom learning management. Gani (2025) and Handoyo et al., (2025) reported that CFS reduced school violence and enhanced student well-being, focusing primarily on institutional readiness and infrastructure. Huda (2023) showed that teachers' understanding of child-friendly principles influenced classroom interaction, yet did not analyze how these practices were managed systematically through planning and supervision. Ana Sichatul Fitria & Limgiani Limgiani (2024), highlighted challenges faced by teachers in integrating child-friendly approaches into curriculum delivery due to time constraints and assessment demands, without examining the managerial role of school leadership. Zainal Mutaqin et al., (2025) identified partial implementation of child-friendly learning practices, revealing inconsistencies between policy and classroom practice but lacking a comprehensive managerial framework.

Based on these studies, a clear research gap can be identified. Existing research predominantly focuses on policy analysis, school climate, or teacher perceptions, while limited attention is given to the management of child-friendly learning processes. Few studies examine how planning, organizing, implementing, and supervising child-friendly learning are systematically conducted at the school level. Therefore, the novelty of this study lies in its focus on Child-Friendly School management as an integrated managerial practice within the learning process, offering a structured and replicable model for junior secondary schools.

The implementation of Child-Friendly School management is grounded in international and national policy frameworks as well as educational management theory (Pujoko et al., 2025; Yenuri et al., 2025). Internationally, the United Nations Convention on the Rights of the Child (CRC) emphasizes children's rights to protection, participation, and development, forming the normative foundation for child-friendly education (Clarke, 2020; Ade et al., 2022). Nationally, Indonesia's Regulation of the Ministry of Women's Empowerment and Child Protection on Child-Friendly Schools mandates the integration of child rights principles into school governance and learning processes (Miasiratni et al., 2024). From a theoretical perspective, educational management theory underscores the importance of planning, organizing, implementation, and supervision as core functions to ensure effective instructional practices (Supiyanti et al., 2024; Syamsy et al., 2023). When integrated with child-centered pedagogy, these management functions serve as operational mechanisms for translating child rights principles into sustainable classroom practices (Sheptea Mardhiyah Putri et al., 2024; Galuh Ajeng Fildzah Amalia et al., 2024).

The purpose of this study is to analyze the implementation of Child-Friendly School management in the learning process at SMP Negeri 39 Semarang, with particular attention to planning, organizing, implementation, and supervision. Theoretically, this research contributes to educational management discourse by strengthening the integration of management theory and child-centered education. Practically, the findings provide evidence-based recommendations for school leaders, teachers, and policymakers to enhance the implementation of Child-Friendly Schools at the junior secondary level, supporting the development of learning environments that balance academic achievement with the fulfillment of children's rights and well-being.

METHOD

This study employed a qualitative descriptive approach to obtain an in-depth understanding of the implementation of Child-Friendly School (CFS) management in the learning process (Hardani MSi et al., 2020; Nurrisa & Hermina, 2025). A qualitative approach was considered appropriate because the research aimed to explore social phenomena, managerial practices, and instructional processes in their natural context (Hutagalung et al., 2021). The study was designed as a case study, focusing on a single institution to capture detailed, contextualized insights into how child-friendly principles are planned, organized, implemented, and supervised in classroom learning (Ilhami et al., 2024). The research was conducted at SMP Negeri 39 Semarang, a junior secondary school

recognized for its commitment to Child-Friendly School implementation. The subjects of the study included the school principal, vice principals, teachers, students, and parents. These participants were selected to represent various stakeholders involved in school management and learning activities, ensuring a comprehensive understanding of the implementation process from multiple perspectives (Iglesias Vidal et al., 2025; Afifah & Kunaenih, 2023).

Data collection was carried out using several techniques to ensure richness and depth of information (Rahayu et al., 2024). In-depth interviews were conducted with the principal, vice principals, teachers, and parents to explore their understanding, experiences, and roles in implementing Child-Friendly School principles within the learning process (Shobir et al., 2024). Interviews focused on planning strategies, classroom practices, management policies, and supervision mechanisms related to child-friendly education.

Classroom observations were conducted to examine real learning interactions, teaching strategies, classroom management, student participation, and the application of non-violent and inclusive practices. Observations allowed the researcher to directly capture how child-friendly principles were manifested in daily teaching and learning activities. The observation phase was carried out over a six-month period, from July 2025 to December 2025, covering the stages of preliminary observation, primary data collection, and data analysis. In addition, document analysis was used to review lesson plans, school regulations, supervision reports, child protection policies, and other relevant documents that supported the implementation of Child-Friendly School management. These documents provided formal evidence of planning, organizing, and monitoring processes within the school.

To ensure the validity and credibility of the data, triangulation was applied (Subhaktiyasa, 2024). Source triangulation was conducted by comparing information obtained from different participants, including school leaders, teachers, students, and parents. Technique triangulation was implemented by cross-checking data from interviews, observations, and document analysis (Syamsy et al., 2023). This process helped reduce potential bias and strengthened the trustworthiness of the findings. Data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing (Tamim Mulloh & Muslim, 2022). During data reduction, the researcher selected, categorized, and focused on relevant information related to Child-Friendly School management and learning processes. Data display involved organizing findings in narrative descriptions and tables to facilitate interpretation. Finally, conclusions were drawn by identifying

patterns, relationships, and meanings emerging from the data, which were continuously verified throughout the research process.

FINDINGS AND DISCUSSION

Findings

This section presents the research findings on the implementation of Child-Friendly School (CFS) management in the learning process at SMP Negeri 39 Semarang. The findings were obtained through classroom observations, in-depth interviews, and document analysis involving the principal, teachers, students, and educational staff. Data analysis was conducted thematically by referring to core educational management functions, namely planning, organizing, implementation, as well as supervision and evaluation. To enhance clarity and systematic understanding, the findings are first presented in tabular form, followed by descriptive narratives that explain the meaning and context of each identified theme.

Table 1. Implementation of Child-Friendly School Management (SRA) in the Learning Process at SMP Negeri 39 Semarang

Planning	Organizing	Implementation	Supervision and Evaluation
The school has integrated child-friendly principles into school vision, mission, and lesson plans (RPP), emphasizing non-violence, inclusiveness, and respect for students' rights.	Roles and responsibilities related to SRA implementation are clearly distributed among school staff, including the formation of an SRA team.	Learning activities are conducted in a democratic, non-discriminatory, and participatory manner, allowing students to express opinions freely.	School leaders routinely monitor the implementation of SRA principles during the learning process.
Teachers design learning activities that consider students' psychological conditions, learning needs, and participation.	Teachers actively participate in creating a safe and inclusive classroom environment.	The classroom environment supports comfort, safety, and mutual respect between teachers and students.	Evaluation results are used as feedback to improve learning quality and strengthen child protection policies.

Source: Processed from Field Data (2026)

Planning of Child-Friendly School Management in the Learning Process

This study focuses on the implementation of Child-Friendly School (CFS) management in the learning process at SMP Negeri 39 Semarang, covering four managerial dimensions: planning, organizing, implementation, and supervision. This section presents the findings related to the planning dimension, which serves as the initial and foundational stage in the implementation of

child-friendly learning.

The planning of child-friendly school management at SMP Negeri 39 Semarang is aimed at determining strategic steps and directions to ensure that the learning process prioritizes the best interests of children. Planning is considered a mandatory managerial responsibility of the school principal, functioning as a guiding framework for teachers and school staff in implementing child-friendly learning practices. Through systematic planning, the school seeks to ensure that learning objectives, strategies, and programs are clearly understood and consistently applied.

The findings indicate that planning is conducted in a systematic and participatory manner. The school principal initiates the planning process by reviewing the school's vision, mission, and objectives prior to the beginning of each academic year. This review process involves multiple stakeholders, particularly the school curriculum development team. The vision, mission, and objectives are formulated to explicitly incorporate child-friendly principles, including the best interests of the child, non-discrimination, child protection, and respect for students' rights. Once finalized, these foundational statements are disseminated to all members of the school community, including teachers, staff, students, and parents.

In addition to strategic planning at the institutional level, child-friendly principles are integrated into instructional planning. The vice principal for curriculum ensures that teachers' lesson plans align with Child-Friendly School guidelines and inclusive education principles, including accommodations for students with disabilities. Lesson planning is carried out collaboratively through workshops held before the start of the academic year and is guided by official Child-Friendly School manuals issued by relevant government authorities. Instructional planning emphasizes student-centered learning by applying the principles of voice, choice, and ownership, as well as identifying students' learning readiness.

Teachers design lesson plans that incorporate active, creative, and enjoyable learning methods. The findings show that instructional planning prioritizes student engagement through exploration, collaboration, and creative activities. Teachers intentionally select learning strategies that foster a sense of safety, comfort, and respect for diversity while avoiding punitive or overly competitive approaches. Interactive media, group discussions, hands-on activities, and reflective sessions are planned to support students' academic and socio-emotional development.

The planning of child-friendly learning also involves the active participation of guidance and counseling teachers. Counselors play a critical role as facilitators, motivators, and consultants by providing emotional, social, and academic support for students. Preventive programs, such as the Anti-Bullying Student Initiative (SIANBU), are systematically planned and integrated into the learning process to promote a safe and supportive school environment.

Parental involvement constitutes another essential component of the planning process. Parents are informed about and engaged in discussions regarding child-friendly school programs and activities. Their involvement as collaborative partners strengthens support for child-friendly learning initiatives and enhances students' sense of security and comfort within the school environment.

From the Student's perspective, the planned learning activities and child-friendly programs positively influence motivation and enthusiasm for learning. Students report feeling comfortable and supported due to the availability of diverse programs that accommodate their interests and talents while encouraging active participation in both academic and non-academic activities.

Document analysis further supports these findings. Official school documents, including the School-Based Curriculum, Annual Work Plan, Child-Friendly School Program documents, Learning Objective Flow (ATP), and lesson plans, demonstrate strong alignment between policy formulation and instructional planning. These documents reflect the integration of child-friendly values into the school's curricular and managerial framework.

Data triangulation between interviews and document analysis confirms consistency in information regarding the formulation of the school's vision, mission, and objectives, the preparation of student-centered lesson plans, and the development of supporting programs that prioritize children's interests. Overall, the findings indicate that the planning of child-friendly school management in the learning process at SMP Negeri 39 Semarang is conducted systematically, collaboratively, and with a clear orientation toward the best interests of students.

Organizing Child-Friendly School Management in the Learning Process

Organizing is a managerial process that involves structuring roles, allocating tasks, and coordinating resources to achieve predetermined objectives. Following the planning stage, the school principal at SMP Negeri 39 Semarang implemented the organizing function to ensure that the Child-Friendly School (CFS) program was operationalized effectively within the learning process. Organizing is considered a mandatory managerial activity in child-friendly school

management, as it enables the school to translate plans into coordinated actions.

The findings indicate that organizing the implementation of child-friendly school management at SMP Negeri 39 Semarang is conducted systematically and collaboratively. Task allocation is carried out at the beginning of each academic year through formal meetings involving all relevant stakeholders. Teachers, homeroom teachers, guidance and counseling (GC) teachers, school committees, parents, and students are assigned specific roles aligned with the principles of child-friendly education.

Subject teachers are responsible for implementing child-friendly teaching and assessment practices, while homeroom teachers monitor students' academic and socio-emotional development and maintain communication with parents. Guidance and counseling teachers play a central role in providing emotional, social, and academic support, particularly in preventing and addressing student-related issues such as bullying. In addition, a dedicated Child-Friendly School team is formally established at the beginning of the academic year, involving teachers, students, and parents to strengthen coordination and shared responsibility.

Effective communication and coordination are integral components of the organizing process. The vice principal for curriculum ensures that all teachers integrate child-friendly principles into their lesson plans and classroom practices, including the prevention of violence and discrimination and the provision of inclusive learning environments. Regular coordination among subject teachers, homeroom teachers, and guidance counselors facilitates early identification of students' needs and supports collaborative problem-solving.

Teachers perceive their roles not only as content deliverers but also as facilitators, motivators, and mentors. Collaboration among teachers is evident through routine discussions, small coordination meetings, and joint planning to address students' academic and non-academic needs. Parents support the organizing process through active communication with teachers and participation in school activities, including co-curricular and extracurricular programs. The school committee contributes by supporting policies and providing infrastructure that facilitates child-friendly learning.

From the perspective of students, the organizing structure enables consistent academic guidance, emotional support, and effective communication between school and home. Students report experiencing regular mentoring from homeroom teachers and receiving patient and solution-oriented support from guidance counselors when facing difficulties. Parents similarly acknowledge

that teachers consistently communicate students' progress and actively involve families in school programs, including initiatives such as "Parents as Guest Teachers."

Document analysis reinforces these findings. Official documents, including teacher task distribution records, organizational structures, and Child-Friendly School program documentation, demonstrate a well-defined organizational framework. Teachers' roles extend beyond classroom instruction to include participation in the Child-Friendly School organizational structure. Parents and students are also formally included in program implementation, reflecting shared ownership of child-friendly learning initiatives.

Triangulation of interview data and document analysis confirms consistency across sources regarding task distribution, stakeholder involvement, and organizational structure. The alignment between reported practices and documented evidence indicates that organizing the implementation of child-friendly school management at SMP Negeri 39 Semarang is structured, integrated, and consistently applied. Overall, the findings suggest that effective organizing has strengthened coordination, clarified roles, and supported the sustainable implementation of child-friendly learning within the school.

Implementation of Child-Friendly School Management in the Learning Process

Implementation represents the stage at which the school principal, as the instructional leader, operationalizes the planned Child-Friendly School (CFS) management within the learning process. At SMP Negeri 39 Semarang, the implementation of child-friendly education is viewed as a critical component of school management, as learning activities constitute the core experience of students during their time at school. The implementation stage focuses on translating planning into concrete classroom practices and school-wide actions that reflect child-friendly principles.

The findings indicate that the implementation of child-friendly school management in the learning process at SMP Negeri 39 Semarang consistently aligns with established CFS principles. The school principal ensures that instructional practices prioritize students' safety, comfort, participation, and inclusivity. This is achieved through scheduled instructional supervision, the development of supportive school policies, and the provision of child-friendly facilities and learning environments. Specific policies, such as the anti-bullying initiative (SIANBU), are implemented to prevent violence, discrimination, and bullying, supported by safe reporting mechanisms and collaborative case handling involving teachers, guidance counselors, and parents.

At the instructional level, the vice principal for curriculum ensures that lesson implementation reflects the principles of deep learning—mindful, meaningful, and joyful—which are conceptually aligned with child-friendly education. Teachers are encouraged and supported through professional development programs, including training on child-friendly teaching methods, positive discipline, and the Convention on the Rights of the Child. These efforts strengthen teachers' capacity to implement inclusive and non-discriminatory learning practices.

Teachers apply a variety of active, creative, and enjoyable teaching methods, such as project-based learning, experiments, educational games, group presentations, and interactive digital media. Classroom practices emphasize collaboration, exploration, and student expression, providing equal opportunities for all students to participate. Teachers intentionally establish classroom agreements based on mutual respect and equality, address conflicts through personal and peaceful approaches, and integrate values of empathy, tolerance, and respect for diversity into daily learning activities.

Guidance and counseling teachers play a vital role in supporting the implementation of child-friendly learning. Through preventive, interventive, and supportive services, counselors collaborate with subject teachers to assist students experiencing social or emotional difficulties, including victims of bullying. Counseling services include individual and group counseling, social skills development, and emotional support, particularly for students with special needs. This holistic approach contributes to creating a psychologically safe and inclusive learning environment.

Students' perspectives reinforce these findings. Students report experiencing enjoyable, relaxed, and engaging learning environments where they feel safe to express opinions, ask questions, and participate without fear. They perceive teachers as attentive, responsive, and supportive when addressing academic or personal challenges. Parents similarly acknowledge that teachers not only create enjoyable learning experiences but also provide consistent mentoring and involve students in decision-making processes, even in small classroom matters.

Classroom observations further corroborate the interview data. Non-participatory observations conducted in a Grade VII Indonesian language class reveal that child-friendly practices are evident throughout the introductory, core, and closing stages of instruction. Teachers demonstrate warmth and attentiveness by checking students' readiness to learn, using interactive and playful learning media, facilitating student participation, and encouraging reflection at the end of lessons. Teacher–student interactions are characterized by respectful communication, positive feedback, patience, and appreciation of the student's efforts. Students appear confident, enthusiastic,

and actively engaged in discussions and collaborative activities.

Triangulation of interview and observational data confirms the consistency of these findings. Teachers implement active, creative, and enjoyable learning methods; classroom environments are free from violence, discrimination, and bullying; students are actively involved in all stages of learning; and instructional practices foster attitudes of care, safety, health, and inclusivity. Students' positive perceptions of comfort, security, and participation further strengthen the validity of the findings.

Overall, the findings demonstrate that the implementation of child-friendly school management in the learning process at SMP Negeri 39 Semarang has been carried out in accordance with child-friendly principles and indicators. The integration of supportive leadership, inclusive teaching practices, counseling services, and positive classroom interactions contributes to the creation of a safe, engaging, and inclusive learning environment for students.

Supervision and Evaluation of Child-Friendly Learning Processes

Supervision and evaluation represent the stage at which the school principal, as an instructional leader, ensures that the implementation of Child-Friendly School (CFS) management within the learning process remains consistent with planned objectives, established standards, and child-friendly principles. At SMP Negeri 39 Semarang, supervision and evaluation are viewed as integral components of school management, as they function to maintain the quality, consistency, and sustainability of child-friendly learning practices. This stage focuses on monitoring instructional processes, assessing goal attainment, and facilitating continuous improvement through structured feedback and follow-up actions.

The findings indicate that supervision and evaluation of child-friendly learning at SMP Negeri 39 Semarang are conducted systematically, programmatically, and in alignment with CFS indicators. The school principal plays a central role in coordinating supervision activities through scheduled academic supervision, observation of classroom practices, monitoring of the learning environment, and regular coordination with homeroom teachers, guidance and counseling teachers, and the Child-Friendly School (CFS) team. Supervision is not limited to classroom observation but extends to the analysis of lesson plans, assessment practices, and daily school activities, ensuring that instructional practices prioritize students' safety, comfort, participation, and inclusivity.

Specific supervision mechanisms are strengthened through the implementation of structured reporting and monitoring systems, such as the anti-bullying initiative (SIANBU) and the LAPOR BK reporting channel. These systems provide safe and accessible platforms for students to report incidents related to violence, discrimination, or discomfort in learning. The data generated from these reporting mechanisms are used as supporting evidence in the supervision and evaluation process, enabling the school to identify issues early and respond appropriately through collaborative case handling involving teachers, guidance counselors, and parents.

At the managerial level, the vice principal for curriculum supports the supervision and evaluation process by conducting periodic instructional observations and coordinating follow-up discussions with teachers. Evaluation findings are communicated internally through teacher meetings and reflective discussions, while information relevant to students' learning conditions and development is conveyed to parents through direct meetings or mediated communication channels. This approach ensures that evaluation results are transparent and understood by all stakeholders involved in the learning process.

Teachers' perspectives confirm that supervision and evaluation activities are conducted on a regular and scheduled basis, typically one to two times per semester, by the principal or the school quality assurance team. Evaluation methods include classroom observations, teacher self-reflection, and student questionnaires focusing on learning comfort, engagement, and safety. Teachers report that evaluation results serve as constructive feedback, guiding them to refine instructional steps, adjust teaching strategies, increase student participation, and enhance communication with students. Follow-up actions are implemented directly in classroom practices as part of continuous instructional improvement.

Guidance and counseling teachers play a significant role in the supervision and evaluation of child-friendly learning, particularly in relation to students' social, emotional, and psychological well-being. Their involvement includes monitoring the school environment, identifying and preventing bullying and discrimination, and addressing mental health concerns through preventive and interventive programs. Evaluation conducted by guidance and counseling teachers focuses on three key aspects: the creation of a safe and supportive school environment, active participation of students and parents, and the development of students' character and emotional competencies. The results of these evaluations inform the refinement and expansion of student support programs.

Students' perspectives further reinforce the findings. Students report that teachers routinely seek feedback regarding their understanding of learning materials and their comfort during lessons. When students express difficulties or concerns, teachers respond by evaluating the situation and making adjustments to teaching methods or classroom rules. Students perceive that supervision and evaluation processes contribute to improvements in classroom atmosphere, teaching approaches, and learning facilities, resulting in a more comfortable and supportive learning environment.

Parents are actively involved as partners in the supervision and evaluation process. Parents report receiving regular information about their children's academic progress and social-emotional development. Communication between the school and parents is maintained through various channels, including direct meetings, telephone calls, and messaging applications. Parents also emphasize the school's openness to receiving feedback, criticism, and suggestions, which strengthens mutual trust and collaboration between the school and families in supporting children's learning and development.

Classroom observations and document analysis further corroborate the interview findings. Academic supervision reports, monitoring records, evaluation documents, and evidence of follow-up actions demonstrate that supervision and evaluation activities are systematically documented, scheduled, and conducted on an ongoing basis. These documents indicate that evaluation results are discussed transparently and followed by data-based improvements, including teacher mentoring, lesson plan revisions, strengthening of guidance and counseling services, and adjustments to the learning environment.

Triangulation of interview data, observations, and document analysis confirms the consistency of information across data sources. Supervision is carried out through direct academic supervision and indirect monitoring via reporting systems, while evaluation is conducted periodically using reflective and participatory approaches. Follow-up actions are clearly documented and implemented, involving multiple stakeholders to ensure accountability and continuous improvement.

Overall, the findings demonstrate that supervision and evaluation of child-friendly learning at SMP Negeri 39 Semarang are systematic, scheduled, transparent, and participatory. The integration of instructional leadership, structured monitoring systems, reflective evaluation practices, and collaborative follow-up actions contributes to the consistent implementation of child-friendly principles in the learning process.

Discussion

This study aimed to examine the implementation of Child-Friendly School (CFS) management in the learning process at SMP Negeri 39 Semarang through the lens of core management functions, namely planning, organizing, implementation, supervision, and evaluation. The findings demonstrate that the school has systematically integrated child-friendly principles into its instructional management, resulting in a learning environment that emphasizes safety, inclusivity, participation, and students' well-being. This discussion interprets the significance of these findings, analyzes their impact on educational practice, and situates them within the broader body of relevant research.

The findings confirm that effective planning serves as a foundational element in the successful implementation of child-friendly learning. At SMP Negeri 39 Semarang, planning is not limited to administrative preparation but reflects a strategic effort to integrate child-friendly principles into curriculum design, lesson planning, school policies, and learning environments. This supports previous studies emphasizing that comprehensive and participatory planning is essential for the sustainability of Child-Friendly School programs (Rahmad et al., 2024). When planning is aligned with students' rights and developmental needs, learning activities are more likely to foster a sense of safety, comfort, and meaningful engagement. The present findings reinforce the notion that planning grounded in child-centered values strengthens the coherence between policy intentions and classroom realities.

From an organizational perspective, the study reveals that clearly defined roles, structured coordination, and stakeholder involvement significantly enhance the effectiveness of child-friendly learning. The involvement of school leaders, teachers, guidance counselors, students, parents, and school committees demonstrates that CFS implementation is inherently collaborative. This aligns with previous research highlighting that shared responsibility and distributed leadership contribute to the successful institutionalization of inclusive and child-friendly practices (Adiwijaya Barnas et al., 2023). The organizational structure at SMP Negeri 39 Semarang facilitates coordination, minimizes role ambiguity, and enables consistent communication among stakeholders, which in turn strengthens the learning process and student support systems.

The implementation stage represents the core of child-friendly school management, as it translates plans and organizational arrangements into daily instructional practices. The findings indicate that learning activities at SMP Negeri 39 Semarang consistently reflect child-friendly

principles, including active student participation, non-discriminatory practices, positive discipline, and respect for students' voices. These results corroborate earlier studies suggesting that child-friendly learning environments are characterized by interactive teaching methods, emotional support, and opportunities for student expression (Indriani et al., 2025). The integration of deep learning principles, mindful, meaningful, and joyful learning, further strengthens the relevance of instruction and supports students' cognitive, social, and emotional development (Sliwka et al., 2024).

The role of guidance and counseling teachers emerges as a critical factor in reinforcing the child-friendly learning process. Their involvement in preventive, interventive, and supportive services contributes to the creation of a psychologically safe school climate. This finding is consistent with research emphasizing the importance of school counseling services in promoting students' well-being, preventing bullying, and supporting inclusive education (Nurishlah et al.,2022). The collaboration between subject teachers, counselors, and parents ensures that students receive holistic support, particularly those experiencing academic, social, or emotional challenges.

Supervision and evaluation findings indicate that systematic monitoring and reflective evaluation play a pivotal role in maintaining the quality and consistency of child-friendly learning. At SMP Negeri 39 Semarang, supervision is conducted through scheduled academic supervision, classroom observations, reporting systems, and participatory evaluation involving teachers, students, and parents. These findings support previous studies asserting that continuous supervision and formative evaluation are essential for instructional improvement and professional growth (Adriansyah Kusuma Fikri & Nichla Choirin Attalina, 2025). The use of safe reporting mechanisms such as anti-bullying systems enhances transparency and provides reliable data for evidence-based decision-making.

The impact of these findings is evident at multiple levels. At the instructional level, teachers demonstrate improved awareness and application of child-friendly teaching practices, resulting in more engaging and inclusive learning experiences. At the student level, learners report increased comfort, confidence, and willingness to participate, indicating a positive school climate that supports both academic and emotional development. At the organizational level, the integration of planning, organizing, implementation, and evaluation creates a coherent management system that sustains child-friendly education beyond isolated initiatives.

Compared to previous studies that often report partial or inconsistent implementation of Child-Friendly School programs due to limited coordination or weak supervision, this study highlights the importance of managerial coherence and leadership commitment. The findings suggest that when child-friendly principles are embedded across all management functions, schools are better positioned to implement CFS programs effectively and sustainably. This contribution enriches the existing literature by demonstrating how integrated school management practices can operationalize child-friendly education in a comprehensive and practical manner.

In conclusion, the discussion underscores that the successful implementation of child-friendly learning at SMP Negeri 39 Semarang is not the result of isolated practices but the outcome of a systematic and integrated management approach. The alignment between planning, organizing, implementation, and supervision ensures that child-friendly principles are consistently translated into daily learning experiences. These findings offer valuable insights for school leaders, policymakers, and educators seeking to strengthen the quality and sustainability of Child-Friendly School programs in similar educational contexts.

CONCLUSION

This study concludes that the management of Child-Friendly Schools (CFS) at SMP Negeri 39 Semarang has been implemented through an integrated and coherent approach across key management functions, encompassing planning, organizing, implementation, supervision, and evaluation. The overall evidence indicates that child-friendly principles are not treated as isolated initiatives but are embedded systematically within instructional leadership, teaching practices, student support services, and school governance. This integration enables the learning process to consistently promote students' safety, participation, inclusivity, and well-being, thereby aligning school practices with the fundamental objectives of child-friendly education.

In conclusion, the findings of this study highlight the importance of strong instructional leadership, collaborative school culture, and continuous monitoring in sustaining child-friendly learning environments. The article contributes to the broader discourse on Child-Friendly School implementation by demonstrating that managerial coherence and stakeholder involvement are critical for translating child-friendly policies into meaningful classroom practices. These insights offer valuable implications for schools and policymakers seeking to strengthen inclusive and rights-based education through effective school management.

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