

## A case study on evaluation of the context, input, process, product (CIPP) implementation in the child-friendly school program

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**Abstract:** This study evaluates the effectiveness of the Child-Friendly School (CFS) program at Al Mumtaz Integrated Islamic Elementary School in Pontianak using the CIPP (Context, Input, Process, Product) Evaluation Model. Through field research and purposive sampling, it delves the experiences and perceptions of principals, vice-principals, students, teachers, and parents on the program's impact. The school has successfully implemented the CFS program, noted for its qualified teachers with professional educational backgrounds and a focus on religious knowledge. The context evaluation revealed that the program aligns with child-friendly school policies, receiving a very positive evaluation and documented by official decrees. Input evaluation indicates Al Mumtaz meets all criteria including qualified staff, infrastructure, educator training, and engagement from students and parents. Process evaluation highlights the school's effectiveness in facilitating positive educational dynamics, with non-violent disciplining, affection towards students, democratic educational practices, and teachers as role models. Finally, product evaluation shows significant achievements in fostering students' holistic development across various dimensions such as honesty, tolerance, communicative skills, democracy, social concern, responsibility, environmental care, and academics. The suggestion for this school involves establishing an organizational framework within the child-friendly school initiative to facilitate the efficient allocation of responsibilities and to confirm that the program's monitoring and evaluation procedures are conducted in a more organized and methodical manner..

**Keywords:** *Child-friendly school, CIPP, Evaluation model.*

### 1. Introduction

The Child Friendly School (CFS) program involves stakeholders such as teachers, parents, and the community in creating a positive and inclusive culture in schools (Fitriani & Istaryatiningtias, 2020). Evaluation is a critical step to ensure the program's success by identifying areas for improvement and assessing its impact on fostering a positive educational environment that supports student development. Through evaluation on CFS program, schools can provide a safe, conducive, and joyful environment for children, while also monitoring the program's implementation and goals, including fulfilling children's rights and preventing violence in schools (Ambarsari & Harun, 2018; Rusilowati et al., 2024). CFS originated from the principles articulated in the Education for All (EFA) Declaration, drawing on a child-rights philosophy that emphasizes the central role of children's development in the sphere of education (Godfrey et al., 2012). In Indonesia, The CFS program was launched based on a decree from the collaboration between the Ministry of Women's Empowerment and Child Protection and the Ministry of Religious Affairs. For example, MTsN 6 Jombang was appointed as a pilot Child-Friendly Madrasah in May 2017 and designed a program implementation strategy aligned with CFS principles.

Studies on the evaluation of the CFS program have been conducted in various locations. For instance, Jumari, (2020) mentioned that the CFS program's implementation at his study location has been supported by a strong legal foundation. This implies that having a robust legal framework is crucial for the successful implementation of CFS principles, ensuring compliance and sustained support from all stakeholders. Further research by Kurniadi et al. (2024) found that the school successfully implemented the program with high effectiveness, fulfilling the required components to be recognized as a child-friendly school. However, the evaluation also revealed obstacles such as limited funds for infrastructure development and support facilities, as well as a limited availability of teachers trained on the Convention on the Rights of the Child (CRC) and CFS principles.

The CFS program also become important issue in other countries like the USA and China.

Ninsiima et al., (2021) emphasize the importance of a supportive, well-trained stakeholder environment, akin to the CFS program, which involves teachers, parents, and the community. Both initiatives need a strong legal and structural foundation for effective implementation. Addressing barriers and enhancing facilitators through comprehensive training and education can significantly improve program success and create a supportive environment for youth development. Moreover, the findings from Xu et al. (2022) underscore significant concerns regarding school bullying among vocational school students, where more than half (55.1%) are involved in bullying incidents. Specifically, 30.4% reported being victims, 2.9% as perpetrators, and 21.7% as perpetrator-victims. These statistics highlight a critical need for supportive environments within schools, akin to the principles of the Child Friendly School (CFS) program. Such programs emphasize the involvement of teachers, parents, and communities in creating safe and inclusive school cultures.

In Italy L. Rossi et al. (2021) have studied the importance of sustainable practices within school feeding programs, aligning closely with the goals of the Child Friendly School (CFS) program. By optimizing school menus to reduce greenhouse gas emissions (GHGE) and promote healthy eating through balanced nutrition, these programs not only enhance environmental sustainability but also contribute to creating a supportive and healthy school environment. Similar to CFS initiatives that emphasize the involvement of teachers, parents, and communities in fostering a positive school culture, sustainable school feeding programs can educate students about the benefits of healthy, environmentally friendly food choices. This integration not only supports the well-being of students but also aligns with broader educational objectives aimed at promoting holistic development and sustainable practices within school communities.

Research on Child Friendly School (CFS) programs reveal challenges in implementation, including financial constraints, inadequate teacher training, and infrastructure limitations. Variability in legal frameworks and institutional support globally affects the consistency and success of CFS initiatives. Integrating sustainable practices, such as those in school feeding programs, aligns with CFS goals but requires improved strategies. Standardized evaluation frameworks are needed to fully assess CFS impacts on education and community engagement. Understanding cross-cultural adaptation is essential for effective global implementation of CFS principles.

Despite the extensive implementation and positive outcomes of the Child-Friendly School (CFS) program in various locations, there remains a significant research gap in understanding its impact and effectiveness across diverse educational settings. Most existing studies have focused on specific schools, thus limiting the generalizability of their findings. Moreover, there is a lack of comprehensive evaluations using robust models like the Context, Input, Process, Product (CIPP) approach in different regions, particularly in areas like Pontianak. This gap is crucial as it hampers the ability to derive broadly applicable insights and recommendations for improving the CFS program. Therefore, further research employing the CIPP evaluation model is needed in Pontianak to assess the effectiveness of the CFS program and to identify any unique challenges and solutions pertinent to this locale. Such studies would not only fill the current research gap but also contribute to the development of more effective and efficient strategies for the nationwide implementation of the CFS program.

## 2. Review of Related Literature

### 2.1. Child-Friendly School

The concept of a CFS focuses on prioritizing and supporting children's basic rights. Some researchers argue that a school is considered child-friendly if it provides a safe, clean, healthy environment and protects its students (Ambarsari & Harun, 2018; Fauziati, 2018). According to Fauziati, a CFS recognizes and respects the rights of all children, including those from poor families, children with special needs, or children from ethnic and religious minority groups, by ensuring fair treatment.

CFS emphasizes key components for creating an optimal learning environment for children. These components include inclusivity, a healthy environment, effectiveness, democratic participation, as well as safety and protection (Çobanoğlu et al., 2018; UNESCO, 2015). The educational environment provided by CFS is characterized by values of equal rights, equality, independence, fraternity, and freedom from violence, supported by intensive care for the physical, mental, and emotional health of the students (Çobanoğlu et al., 2018; Elmeski, 2011; Fauziati, 2018). The purpose of CFS is to develop knowledge, skills, attitudes, values, and morals that promote a harmonious life among students. It not only aims to create students who are friendly to the school but also supports their overall development and encourages the formation of a community that embraces the concept of a CFS.

### 2.2. Program Evaluation Model

Evaluation is the process of reviewing an ongoing program, including its model, resources, or design phases, followed by improvements and updates based on evaluation findings (Basaran et al., 2021; Umam & Saripah, 2018). Program evaluation specifically refers to the systematic assessment of a program or intervention's effectiveness, efficiency, relevance, impact, and sustainability (Rizal et al., 2023; P. H. Rossi et al., 2004). The goal is to measure the program's success and determine the next steps, whether to continue, improve, or discontinue the program (Fitzpatrick et al., 2011; Ibrahim, 2018; P. H. Rossi et al., 2004). Various approaches can be applied for program evaluation, including the Context, Input, Process, and Product (CIPP) Model, Stake's Countenance Model of Evaluation, Four-Level Program Evaluation, and Brinkerhoff's Evaluation Model (Ibrahim, 2018). Additionally, Stufflebeam & Coryn describe five models developed in program evaluation, each with unique approaches and characteristics (Stufflebeam & Coryn, 2014). The first is the CIPP Evaluation Model, which outlines four important aspects: Context, Input, Process, and Product, providing a comprehensive framework for evaluation. The Stake Evaluation Model adds a more subjective and interactive perspective, focusing on the Subjective, Technical, Interactive, and Ethical aspects. The Goal-Free Evaluation Model takes a different approach by assessing the program solely based on its outputs, without relying on specific goals. The Responsive Evaluation Model emphasizes responsiveness to the needs and changes during the evaluation process. Lastly, the Transactional Evaluation Model highlights the importance of interaction and exchange among all participants involved in the program. These models, with their diverse approaches and characteristics, offer a flexible foundation for program evaluation in various contexts.

Al-Mumtaz Integrated Islamic Primary School in Pontianak has become a paradigm in implementing the Child Friendly School program. The CFS program was officially established in this school in 2020. Although there is currently no specific organizational structure for the CFS program, the entire school community prioritizes a strong commitment to safeguarding and fulfilling the rights of children, including the right to quality education, playtime, and protection from all forms of violence. With the implementation of the CFS program, Al-Mumtaz Integrated Islamic Primary School demonstrates attention to the holistic well-being and needs of children, not just concentrating on academic achievements. This is evident from the provision of adequate facilities for students and beneficial extracurricular activities to support the development of their talents and interests.

### 2.3. CIPP Evaluation Model

The CIPP Model (Context, Input, Process, Product) is an evaluative framework created by Daniel Stufflebeam in 1966. Its purpose is to guide the comprehensive evaluation of programs, projects, personnel, products, institutions, and systems (Winaryati et al., 2021). The model emphasizes that the primary goal of evaluation is not simply to determine success or failure, but to facilitate improvement (Stufflebeam, 2003; Stufflebeam & Coryn, 2014). The CIPP approach highlights the importance of using evaluation feedback to enhance the quality of the program or project being evaluated (Ibrahim, 2018; Zhang et al., 2011). Stufflebeam divided the CIPP Model into four interconnected dimensions of evaluation: Context, Input, Process, and Product (Stufflebeam, 2003). These dimensions form a sequence of evaluative activities that can be conducted internally by an organization's evaluators, by project teams or individual service providers in self-evaluation, or through external contracted evaluations.

Context Evaluation stage aims to understand the general conditions of the implementation site, verify the alignment of objectives and priorities with real needs, and assess the suitability of those objectives in addressing identified needs (Topno, 2012; Tseng et al., 2010). In Input Evaluation, the program is developed by ensuring relevant changes through the identification or creation of potential strategies by experts, evaluators, and stakeholders. The strategies are then evaluated, and a plan is formulated to meet the needs (Khalid et al., 2012; Umam & Saripah, 2018). Process Evaluation, according to Zhang et al., (2011) involves regular assessment of the correct and efficient implementation of the program. Product Evaluation focuses on recognizing and assessing the outcomes achieved by the program, including both expected and unexpected results (Tseng et al., 2010).

## 3. Research Method

### 3.1. Research Design

This study employs a case study approach to evaluate the implementation of the Child-Friendly School (CFS) program at Al-Mumtaz Integrated Islamic Primary School in Pontianak. The selection of Al-Mumtaz Integrated Islamic Primary School as the study subject is based on its pioneering efforts and significant initiatives in implementing the CFS program. This school serves as an exemplary case due to its proactive approach in integrating CFS principles into its educational framework and community engagement practices. The case study method, as advocated by Miles et al. (2014) and Travers (2001), was chosen for its ability to conduct in-depth and flexible analysis within a specific context. This approach is well-suited for examining the unique environment and practices of Al-Mumtaz School, providing valuable insights into the challenges and successes of CFS implementation in a religious educational setting in Pontianak. The evaluation encompasses multiple dimensions: understanding the context (including needs and background), assessing inputs (such as resources and strategies), examining the implementation process, and evaluating outcomes (product dimension). By focusing on this case study, the research aims to contribute comprehensive data to evaluate the effectiveness of the CFS program and provide insights that can inform future implementations and improvements within similar educational contexts.

### 3.2. Research Subjects and Consent

Conducted from March 2024 to June 13, 2024, the study selectively chose participants who had a deep understanding of the subject through purposive sampling. Participants included the school's principal, vice-principal, parents, and students at Al-Mumtaz Integrated Islamic Primary School in Pontianak. The principal and vice-principal were selected for their roles in overseeing and implementing the Child-Friendly School (CFS) program, providing insights into leadership and administrative perspectives. Parents were chosen to understand community engagement and perspectives on the school environment, while students provided firsthand experiences and perceptions of the CFS initiatives.

Informed consent was obtained from all participants prior to their involvement in the study. The consent process included detailed explanations of the study's purpose, procedures, and potential outcomes. Participants were informed of their rights, including the voluntary nature of their

participation and the ability to withdraw from the study at any time without repercussions. Consent forms were provided in both written and verbal formats, ensuring that participants comprehensively understood and agreed to their involvement in the research. This approach ensured ethical standards were met and respected the autonomy of all participants involved in the study.

### 3.3. Instruments

The researchers employed checklists as their primary research instrument, incorporating several key components to be evaluated, including Context, Input, Process, and Product. This checklist was adopted and adapted from the CFS Questionnaire Instrument of the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia. The validation process of the checklist involved two main methods: pilot testing and expert judgment. Initially, the checklist was administered to a small sample of participants at Al-Mumtaz Integrated Islamic Primary School in Pontianak. This allowed researchers to assess the clarity of the checklist items, the comprehensiveness of the evaluation aspects (Context, Input, Process, Product), and the feasibility of data collection methods (Documentation, Interview, Observation). Feedback from this pilot testing phase was used to refine and adjust the checklist to ensure it effectively captured the intended evaluation criteria. Following pilot testing, the checklist was reviewed by experts in the field of education evaluation, child protection, and research methodology. These experts provided critical feedback on the checklist's content validity, ensuring that the indicators and evaluation criteria were relevant, appropriate, and aligned with the objectives of evaluating the Child-Friendly School (CFS) program.

The checklist provides specific indicators for each evaluation aspect:

1. Context: This aspect includes indicators such as the school's Vision, Mission, and Objectives, the legal basis of the program, management decrees, and clear goals and targets
2. Input: This aspect assesses the quality and quantity of program resources, including teaching staff, facilities, infrastructure, and training or personal development opportunities for educators.
3. Process: This aspect focuses on how the program is implemented, covering elements such as the teaching and learning process, non-violent punishment, showing affection to students, applying democratic principles, and teachers serving as role models.
4. Product: This aspect evaluates the outcomes achieved by the program, including indicators such as honesty, tolerance, communicative abilities, democratic values, social concern, responsibility, and environmental care.

Each indicator within these aspects is graded on a scale of Very Good, Good, Fair, and Poor. This structured format allows evaluators to check off the level of achievement for each indicator, providing a clear and concise evaluation of the program's effectiveness.

The qualitative approach facilitated in-depth exploration of stakeholders' perspectives and experiences, including students, teachers, and parents, concerning the program's effectiveness and impact. Interviews with school representatives were conducted in a formal setting within the school premises, ensuring a professional environment conducive to detailed discussions.

### 3.4. Data Analysis Technique

After collecting data using the validated checklist, the analysis process involves systematically compiling and interpreting the gathered information to evaluate the effectiveness and impact of the Child-Friendly School (CFS) program at Al-Mumtaz Integrated Islamic Primary School in Pontianak. Initially, all collected data, including documentation, interview transcripts, and observational notes, are organized to ensure comprehensive coverage. These data are then categorized according to the evaluation aspects defined in the checklist—Context, Input, Process, and Product—each corresponding to specific indicators and criteria established during checklist development. Quantitative analysis is conducted where numerical data allow, such as calculating averages or frequencies to gauge achievement levels across evaluation criteria. Qualitative data from interviews and open-ended responses are analyzed to identify themes and patterns, providing nuanced insights into stakeholder

experiences and perceptions of the CFS program. The use of triangulation, cross-verifying information across multiple data sources, enhances reliability and validity. Findings are compared against predefined evaluation criteria to determine program success and highlight areas for improvement. Synthesizing both quantitative and qualitative analyses enables a holistic assessment, supporting evidence-based decision-making and recommendations for enhancing educational practices moving forward.

## 4. Results and Discussion

### 4.1. Evaluation of Context: Integrated Islamic Elementary School Al Mumtaz Pontianak

In the contextual evaluation, it was revealed that in relation to the foundation or aspects that underpin the implementation of the CFS program at Integrated Islamic Elementary School Al Mumtaz based on interviews and documentation carried out, essentially the concept or initiator of the child-friendly school program that is implemented is a policy from the Ministry of Women's Empowerment and Child Protection. The context evaluation results from Integrated Islamic Elementary School Al Mumtaz Pontianak can be described as very good, as it has met the three (3) indicators criteria.

**Table 1.**  
Finding of evaluation of context aspect criteria.

Indicators	Yes	No
1. Availability of information and documents related to the CFS program:	1	
a) Vision and mission		
b) Legal basis of law		
c) Management decree		
d) Clear goals, targets, guidelines		
2. Recognition from stakeholders regarding the implementation of the CFS program	1	
3. Positive support from stakeholders for the implementation of the CFS program	1	

Based on the interview results with the principal and the vice of student affairs, Integrated Islamic Elementary School Al Mumtaz Pontianak has a written commitment or policy about CFS. Referring to the official documentation, the legal basis of the program is outlined in a madrasah document identified by decree number: 029/SK/KS-i/SDIT-AM/XI/2020, which officially states the start of the program on November 10, 2020. However, the principal mentioned that the school has not yet established a Standard Organization Structure specifically formed for this CFS Program, in a Decree. The principal also explained in detail about the connection of the school's Vision related to CFS. This school's vision to become "the best basic education center that produces an intelligent, skilled, and competitive Robbani generation" has a strong synergy with the principles of CFS (Profil SD IT Al Mumtaz Pontianak, 2020). Through an interview with the principal, he stated that

"The vision of this school to become "the best basic education center that produces intelligent, skilled, and competitive Robbani generations" has a strong synergy with the principles of Child-Friendly School (CFS)".

According to the principal, the vision and mission of a school play a crucial role as determinants of the direction and educational objectives within an educational institution. Through the aspect of becoming the best educational center, this vision reflects the spirit of creating a high-quality learning environment that supports student growth, in line with the quality and welfare principles emphasized by CFS. The concept of the Robbani generation integrates character and spiritual education into the curriculum, showcasing the holistic approach recommended by CFS for student development. The focus on forming intelligent students mirrors the CFS goal of facilitating access to education that stimulates academic intelligence and critical thinking. By honing students to be skilled and competitive, this vision demonstrates alignment with the CFS objective of preparing students with practical skills, initiative, and competencies that enable them to compete positively in a global environment. Additionally, the 6 (six) missions of Integrated Islamic Elementary School Al Mumtaz (Profil SD IT Al-Mumtaz

Pontianak, 2020) are highly aligned with the objectives of CFS in creating a supportive, holistic, and inclusive educational environment focused on the success and welfare of children in various aspects of life. The educational goals of Integrated Islamic Elementary School Al Mumtaz are distinctly aligned with the objectives of the implemented CFS Program, which includes "realizing the synergy of harmonious relationships among the school community and society." This description is supported by document findings, showing that the CFS policies are being implemented effectively. These include designated areas for students to conduct religious practices, continuous monitoring with 24-hour CCTV, and informational posters promoting smoke-free areas (Kementrian Kesehatan RI, 2010; Kawasan Tanpa Rokok Di Lingkungan Sekolah, 2015), drug-free environments, and healthy diets.

The next component in context evaluation is recognition and support from the Stakeholders regarding the implementation of the CFS Program. Internal support within the school plays a crucial role in implementing the CFS initiative, ensuring the participation of all school components, including leadership, educators, administrative staff, parents, and students, in supporting practices and policies aimed at enhancing children's growth and well-being. Interviews with parents reveal their strong support for this CFS program in schools, as it helps to create a safe educational environment.

"Parents should serve as role models in encouraging positive behavior and understanding the importance of a nurturing learning environment. Therefore, I am ready to support my child and the school in every step of implementing the Child Friendly School Program, both at home and within the school environment"(parent)

"Every end of the school year, each parent is given a satisfaction questionnaire about the learning process at the school" ( teacher).

The document findings reinforce the outcomes of interviews with teacher and parent regarding support for the implementation of the CFS Program, such as Statements of parental consent in the form of financial or in-kind support, such as donations or funding contributions for specific activities within the program, the Report of Participation in School Activities such as workshops and parent-teacher meetings, as well as Feedback or Evaluation Forms that are always provided at the end of each semester. This finding is in line with the research findings conducted by Fitriani which stated that parental involvement in the school committee plays a significant role in promoting a CFS model. Parental engagement in school committee activities can contribute positively to the school environment, the relationship between the school and families, as well as student academic achievement (Fitriani & Istaryatingtias, 2020).

#### 4.2. Input Evaluation: Assessment of Resources and Support

The primary aim of conducting an input evaluation is to assess whether the environment is conducive to fulfilling the predetermined and planned goals and targets of the program. It is concerned with identifying which strategies and plans need to be implemented for the program. The evaluation related to the input aspect in this case can be considered very good, because it meets 4 criteria aspects.

**Table 2.**

Finding of evaluation of input aspect criteria.

Indicators	Yes	No
1. Availability of adequate and qualified teaching staff and personnel	1	
2. Availability of adequate facilities and infrastructure	1	
3. Availability of training or personal development for educators	1	
4. Presence of student and parent participation in the implementation of CFS	1	

#### 4.3. Availability of Adequate Facilities and Infrastructure

From the study conducted, including assessments of the infrastructure at Integrated Islamic Elementary School Al Mumtaz Pontianak, it is evident that the available facilities comply with standards that are considerate of students' needs. This includes not only the facilities that are integral to

the facilitation of direct teaching and learning activities but also those on the school premises which aren't directly involved in educational processes. Specifically, for the facilities that are essential for teaching and learning, improvements have been implemented to eliminate any risks to students during their utilization in classroom sessions. Based on interviews with students at the school, they feel safe due to the presence of security guards and CCTV cameras that are placed in almost every corner of the school.

"There is always a security guard and CCTV in almost all places." (student)

In addition to the highly effective supervision mechanisms, observation findings show that this school has comprehensive facilities and infrastructure, such as the availability of clean classrooms with well-functioning equipment, health services and facilities (school health unit) and first aid, warning signs for areas that may endanger students (stairs, slippery floors, etc.), separate and spaced toilet facilities in different locations for males and females that are easily monitored, handwashing facilities with running clean water, and places of worship.

One unique aspect highlighted about this institution, from student interviews, is the absence of a cafeteria and the prohibition against students bringing money to school.

"This school doesn't have a cafeteria. We're not allowed to bring money. Every student is required to bring their food from home." (student)

The observation confirms what the students have stated, that Integrated Islamic Elementary School Al Mumtaz indeed lacks a cafeteria facility. Upon verification with the teachers, one rationale given is to align with the Child Friendly School (CFS) concept, focusing on the health, nutrition, and the continuity of cultivating positive eating behaviors. This initiative ensures students consume nutritionally appropriate and healthy meals, catering especially to those with specific dietary needs or food allergies. This policy further instills autonomy and responsibility among students to prepare their own meals, promoting fairness and avoiding social pressure stemming from economic disparities within the school community. It's also an effective measure for maintaining cleanliness and minimizing food safety concerns. However, the finding of this research is in stark contrast to the research conducted in Africa, where schools appointed by UNICEF as safe, caring, and CFS in South Africa have made significant efforts to achieve the objectives of Safe, Caring and Child-Friendly Schools (SCCFS). It was found that the majority of the basic facilities at these schools are still inadequate in terms of child-friendly status (Makwarela et al., 2017). Similar result was also found in the research conducted by Maryono in Pacitan, East Java province, Indonesia (Maryono, 2016). Support in the form of regulations was already in place but quality assurance had not been arranged effectively. The results indicated that the issue characteristics were related to human resources, curriculum, facilities, and funding.

#### *4.4. Availability of Adequate and Qualified Teaching Staff and Personnel*

Integrated Islamic Elementary School Al Mumtaz has teachers with professional educational backgrounds, appropriate to the fields they teach. In addition, knowledge in the field of religion is also a special focus of the school in recruiting teachers. This becomes important in relation to CFS (Child-Friendly Schools). The findings of this study align with the research conducted by King, which shows that teachers utilize their existing knowledge, experience, and beliefs to interpret and implement the CFS policy. Furthermore, they adjust this interpretation according to what they believe they can confidently apply within the school environment, including within their classrooms (King, 2022). However, there is previous research indicating that educators' attitudes towards providing a safe, caring, and child-friendly school environment are low, although they like the concept of a school approach that is safe, caring, and child-friendly (Makwarela et al., 2017).

#### *4.5. Availability of Training or Personal Development for Educators*

Interview results illuminate various aspects of the educational environment, highlighting a comprehensive approach toward implementing the CSF. From the Interview with the principal, vice-principal, and teacher, it's revealed that educators and education staff are regularly trained on CFS



principles, collaborating with external organizations like Child Protection Agencies to deepen their understanding of children's rights and *Rosella*, a community which processes used goods into useful items.

“Periodically, teachers and staff are given training on child-friendly activities, with speakers from the Child Protection Agencies.” (vice-principal).

Beyond traditional educational roles, the implementation of CFS extends to include non-teaching staff such as security guards and cleaning services, emphasizing the importance of a school-wide supportive environment. Furthermore, the approach to student consultations reflects inclusivity and accessibility; not only guidance and counseling teachers but also class teachers and other educators are encouraged to engage in consultations for minor issues. This strategy aims to foster an atmosphere where teachers are not just educators but also role models, promoting a holistic educational experience that champions the well-being and rights of every student.

4.6. *Presence of Student and Parent Participation in the Implementation of CFS*

Parents play a role in influencing communication with their children, setting examples of good behavior, managing the family well, creating attachment and cohesion within the family, as well as providing emotional support and quality supervision to the children (Cross & Barnes, 2014). The presence of students and parents in the implementation of CFS is very important to ensure the effectiveness of the learning process and the welfare of the students. In the context of CFS implementation, collaboration between schools and parents is an important aspect in enhancing the teaching and learning process. An interview with a parent found that Integrated Islamic Elementary School Al Mumtaz always involves parents in the implementation of CFS practices, such as the formation of communication groups between parents and teachers or class guardians to monitor and accompany students at home or at school, encouraging parents to oversee the safety, security, and comfort of the students including ensuring the use of healthy internet and child-friendly social media, and conducting parenting socializations, one of which includes encouraging parents to provide time, thoughts, energy, and resources according to their ability to ensure the improvement of growth, interests, talents, and abilities of the students.

"There is a communication group in the form of WhatsApp created by the teacher. Therefore, we, the parents, always know all the activities of the children at school. In addition, there are also regular parenting activities from the school for parents, to keep an eye on the children’s development by always providing time and thought, besides resources." (parent)

This is in line with the previous research stating that such collaboration includes various forms such as Parenting Education and effective communication between school and parents in supporting the success of the learning process (Irwan et al., 2023)

4.7. *Process Evaluation: Facilitating Positive Educational Dynamics*

4.7.1. *Teaching Learning Process*

Integrated Islamic Elementary School Al Mumtaz can also be said to be very good from the process aspect, based on the criteria that have been met.

**Table 3.**  
Finding of. evaluation of process aspect criteria.

Indicators	Yes	No
1. Teaching learning process	1	
2. Non-violent punishment	1	
3. Showing affection to students	1	
4. Applying democratic principles in the educational process	1	
5. Teachers become role models in the teaching and learning process	1	

Based on interviews with students and teacher, several positive aspects can be identified within this school environment. Among them, the learning methods in the classroom that greatly support the comfort of the students. Teachers at this school always apply constructive language in every learning activity, creating a positive and encouraging atmosphere.

"As teachers, we always use positive words in the learning process. Phrases like "Be polite to friends" are far better than saying, "Don't be rude to friends". (teacher)

"All the teachers always say good things, they never say or act rudely towards us."  
(student)

The interview results also provided information that teachers often incorporate habit-forming or positive elements into the learning process to shape the students' personalities, such as lessons on cleanliness, honesty, tolerance, sharing, empathy, nationalism, among others. They also treat all students equally, without discrimination based on gender, group affiliation, or personal status, ensuring a fair chance for everyone to reach their best potential. In addition, teachers encourage students to actively participate by expressing their opinions during learning activities and teach them to appreciate and listen to views from classmates without mocking mistakes.

The school's policy prohibiting the use of electronic devices during class hours is also noteworthy. All devices brought must be submitted to the teacher's room until the learning time is over, this step is taken to prevent distractions and enhance students' concentration on the learning material.

#### 4.8. Non-Violent Punishment

Integrated Islamic Elementary School Al Mumtaz rigorously implements the CFS approach in the aspect of non-violent punishment. Based on the results of interviews with teachers and students, information was obtained that the school has set up levels of student offences, where each level has a gradually escalating punishment mechanism. However, all forms of punishment are given positive discipline or non-violently, including saying istighfar, reading the Quran, copying the Quran, as well as consulting and counseling with teachers. Only for offences of a sufficiently high level will the student's parents be called in.

"All violations have points. We are given punishments based on the points we accumulate. Usually, it involves saying istighfar 50 to 100 times and reading the Quran." (student)

"Our school has a set of Rules for violations, and all students and parents have been aware of these rules since the beginning of the school year. There are punishments for each level of violation, but they are non-violent." (vice principal)

The goal of administering non-violent punishment to children is primarily to correct behavior without causing physical or psychological harm. Such measures aim to teach children accountability and help them understand the consequences of their actions in a constructive manner. Non-violent punishments can encourage reflection and learning, and promote a safer and more supportive environment for one's development (McEvoy & Mika, 2001)

#### 4.9. Showing Affection to Students

From the interviews with teacher and student, it was gathered that the school has implemented the 5S program (smile (*senyum*), greet (*sapa*), Salute (*Salam*), polite (*Sopan*), courteous (*Santun*)), which reflects the feeling of safety and love towards all students.

"Every morning, the teachers greet us with a smile in front of the school, and we have to shake their hands before entering the classroom." (student)

This is supported by the observation results in the school where teachers have a policy of welcoming students in the morning. In addition, the school also gives rewards to students who excel academically or non-academically, thus motivating each student to achieve according to their abilities. Teachers also show appreciation for students who do good deeds, such as by giving praise.

#### 4.10. Applying Democratic Principles in the Educational Process

The school recognizes and respects the rights of students as individuals who have their own voice and specific needs. Based on interview results with several teachers, Integrated Islamic Elementary School Al Mumtaz accepts students with special needs, but within certain limitations that comply with school regulations. Furthermore, the teachers, as educators, provide students with the freedom to express their opinions and teach them to respect the opinions shared by their peers.

#### 4.11. Teachers Become Role Models in the Teaching and Learning Process

Teachers are not only sources of knowledge but also exemplars of behavior and values. They play a crucial role in shaping the attitudes, behaviors, and ethics of their students by demonstrating proper conduct, professionalism, and passion for learning (Fithriani et al., 2021). Through their actions and interactions, teachers actively influence and inspire students, helping them develop not only intellectually but also morally and socially. The results of the observation conducted indicate that teachers have indeed become role models for students in school, from the way they dress, speak, behave, and so on.

#### 4.12. Product Evaluation: Fostering Holistic Development

The last aspect of this evaluation is the product aspect. The product evaluation at Integrated Islamic Elementary School Al Mumtaz involves seven indicators, namely Honesty, Tolerance, Communicative, Democratic, Social Concern, Responsibility, and Environmental Care, including the academic aspect.

**Table 4.**  
Finding on evaluation of product aspect criteria.

Indicators		Yes	No
1.	Honesty	1	
2.	Tolerance	1	
3.	Communicative	1	
4.	Democratic	1	
5.	Social concern	1	
6.	Responsibility	1	
7.	Environmental care	1	

Based on interviews with teacher, it was found that the assessment of these seven indicators is conducted every day, both inside and outside the classroom. The assessment method uses a rubric or table that is routinely checked by teachers every day. If a student does not yet show improvement in one of the aspects, the teacher will directly approach the student and inform the student's parents. The interview results are reinforced by teacher monitoring documentation and observations by researchers, where it is recorded that some aspects such as Responsibility, Communicative, Tolerance, and Environmental Care are well demonstrated by the students. The other product or result of the CFS Program is a decrease in incidents of misbehavior, including bullying, within the school. This research aligns with the study conducted by Waters et.al., which demonstrates that the Friendly Schools Friendly Families initiative successfully diminishes instances of bullying among primary school students (Cross et al., 2012). This intervention assists in both the control and deterrence of bullying behaviors, positively impacting the creation of a school atmosphere that is more secure and inviting for every student.

The implementation of the Child-Friendly School (CFS) at Integrated Islamic Elementary School Al Mumtaz has seen significant success, influenced by various factors categorized into aspects such as policies, facilities, and community engagement, including parents. Integrated Islamic Elementary School Al Mumtaz is strengthened by professional human resources and adequate facilities and infrastructure. Strong support from the community and the school's firm commitment also play an important role in this success. According to Indrianto & Nurdin (2024), the availability of competent human resources,

good infrastructure, and supportive equipment is very important in creating an inclusive and supportive learning environment, which significantly increases the chances of educational success for students. Key factors leading to this success include effective school leadership that provides clear direction, policies, and regulations that support children's rights and inclusive education, a safe and clean physical environment, a curriculum oriented to support the diverse needs of students with participatory teaching methods, professional education for teachers to implement child-friendly education methods, active involvement of parents and the community in school activities and decisions, protective services and child welfare including health and counseling, student participation in decisions that affect their school lives, as well as regular monitoring and evaluation of the implementation of the child-friendly school concept for continuous improvement.

## 5. Conclusion

In conclusion, the implementation of the CFS Evaluation Model through the CIPP framework at Integrated Islamic Elementary School Al Mumtaz in Pontianak has shown substantial effectiveness in strengthening key behavioral indicators among students. The triangulation of data obtained from interviews, observations, and documentation has validated the success of the program, highlighting the positive outcomes of the CFS in fostering values such as Tolerance, Responsibility, and Environmental Care. The structured approach of this research in collecting and analyzing data, while ensuring a rigorous validation process, reinforces the reliability of our conclusions. One of the limitations of this study is that it focused solely on one school, namely Al Mumtaz Integrated Islamic Elementary School (SDIT Al Mumtaz) in Pontianak. The results of this study may not be generalizable to other schools with different contexts because of the limitation of time. Future research is expected to encompass a broader range of schools with diverse backgrounds and geographical conditions to enhance the generalization of research findings and provide a more comprehensive overview of the implementation of the Child-Friendly School Program in various contexts. Also, future research could develop measures of the impact of such educational models on the long-term success of students and social integration, guiding stakeholders in the refinement and implementation of child-centered educational strategies.

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## Appendix

**Table 1.**  
Evaluation instrument.

No	Aspects	Required Data	Documentation used
1	Context	a. Vision, mission, and objectives of the school b. The perspectives or thoughts of the involved parties towards the background of the program	Documentation, interview
2	Input	Quality and quantity of program input	Documentation, interview
3	Process	Program implementation	Documentation, interview, and observation
4	Product	Output dan outcome	Documentation, interview

**Table 2.**  
List of informan.

No	Informan	Number	Aspects
1	Principal	1	Context and input
2	Vice-principal	1	Input and process
3	Teacher	1	Input, process, product
4	Student	1	Context, process, & product
5	Parent	1	Context, process, & product

**Table 3.**  
Evaluation of context aspect criteria.

Indicators	Very good	Good	Fair	Poor
1. Availability of information and documents related to the CFS program: a. Vision and mission b. Legal basis of law c. Management decree d. Clear goals, targets, guidelines	Meet three (3) indicators	Meet two (2) indicators	Meet one (1) indicator	None are met
2. Recognition from Stakeholders regarding				

the implementation of the CFS program				
3. positive support from stakeholders for the implementation of the CFS program				

**Table 4.**

Evaluation of input aspect criteria.

Indicators	Very good	Good	Fair	Poor
1. Availability of adequate and qualified teaching staff and personnel	Meet four (4) indicators	Meet three (3) indicators	Meet two (2) indicators	Meet one (1) indicator or less
2. Availability of adequate facilities and infrastructure				
3. Availability of training or personal development for educators				
4. Presence of student and parent participation in the implementation of CFS				

**Table 5.**

Evaluation of process aspect criteria.

Indicators	Very good	Good	Fair	Poor
1. Teaching learning process	Meet five (5) indicators	Meet four (4) indicators	Meet three (3) indicators	Meet two (2) indicators or less
2. Non-violent punishment				
3. Showing affection to students				
4. Applying democratic principles in the educational process				
5. Teachers become role models in the teaching and learning process				

**Table 6.**

Evaluation of product aspect criteria.

Indicators	Very good	Good	Fair	Poor
1. Honesty	Meet seven (7) indicators	Meet six (6) indicators	Meet five (5) indicators	Meet four (4) indicators or less
2. Tolerance				
3. Communicative				
4. Democratic				
5. Social concern				
6. Responsibility				
7. Environmental care				