<u>*Review Article*</u>

Policy Evaluation of Child-Friendly Schools in Depok City; Indonesia [*]

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Abstract

This study aims to look at how to evaluate child-friendly school policies in the city of Depok, Indonesia. This study used qualitative evaluation research methods. Data analysis techniques using observation, interviews, and documentation. This study looks at the antecedents, transactions, and outcomes of child-friendly schools in the city of Depok, Indonesia. The respondents in this study were the Depok City Education Office, school principals, and community leaders. Thus the child-friendly school in Depok City has been realized culturally and naturally, not the result of program intervention.

Keywords: Policy evaluation, child friendly school, depok city

1. INTRODUCTION

The main function of education is to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectual life of the nation. The main goal of education is to develop the potential of students to become human beings who believe in and be devoted to God Almighty, have good character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Getting educational services is a basic right of every Indonesian citizen. Therefore, every Indonesian citizen has the right to receive education in accordance with their interests and talents regardless of social status, economic status, ethnicity, ethnicity, religion, and gender (Rifa'i, 2019).

Schools as education implementation units are required to carry out quality education and have quality assurance, which is maintained by the internal quality assurance of schools and external quality control by the School / Madrasah Accreditation Board. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 59 of 2012 concerning the National Accreditation Body, article 2, emphasizes that accreditation is carried out by the government which is directly given authority to BAN-S / M for schools and madrasas, BAN-PT for universities, and BAN - PNF for informal and informal. The micro education process is carried out in schools. According to Engkoswara (2002) schools are educational institutions that are held in a very organized time, very rich and systematic programs, carried out by professional education staff in their fields and equipped with adequate facilities. According to Uhar (2010), the school is an organized educational institution with a clear system and the role diffraction with various facilities provided for its activities. The complexity of relationships in schools raises the culture and climate of the school. Wayne (2014) calls it concretely the culture and climate of the school in the form, ceremony, character of one school with another school, communication system, its own uniqueness at school.

Furthermore, the Indonesian Child Protection Commission (KPAI) inventory the types of violence, namely: (1) twisting; (2) pinching; (3) kicking; (4) hitting with the hands; (5) hitting with objects; (6) punishes until fainting ill; (7) injuring with dangerous objects; (8) other physical violence; (9) comparing with other siblings/children; (10) shouting loudly and harshly; (11) insults in the presence of friends; (12) mentions "stupid", "lazy", "naughty"; (13) labeled bad/evil; and (14) other psychological violence. Data (International Centre Waterspout Research (ICWR), 2015) m states that 84% of students claimed to have experienced violence at school and 75% of students also claimed to have committed violence at school. Some students claimed that the perpetrators of violence in schools were teachers and school officials. (UNICEF, 2015) mentions 40% of students aged 13-15 claim to experience physical violence from peers. In addition, UNICEF also said that 50% of students reported experiencing bullying at school.

Schools as an educational institution, require good governance by applying standards outlined by the government, in various regulations. (Epstein, 2010) outlines some areas that schools must work on by applying educational management principles, including: students, education staff, curriculum, facilities and infrastructure, finance, partners and special guidance. The arable sector is managed by the stages of planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, controlling, evaluating, and reporting systematically to achieve quality educational goals.

Good management and quality-oriented become the vision of school management. School managers are determined and try their best to provide the best for students, parents of students, and partner institutions. Learners and their parents in education management are school customers who must be wholeheartedly served (Emery, Kramer, & Tian, 2001). Students certainly get a pleasant educational service. The administration of education services carried out is adjusted to the standard standards that have been set as quality assurance at the school level. According to (Douglas, Douglas, & Barnes, 2006) satisfaction and standard standards in schools required a quality assurance system, especially to measure the level of achievement of standards. Bradshaw (2015) outlined effective school interventions against bullying, including taking a holistic approach, developing social and emotional competence, and learning the right way to respond to bullying behavior, providing support and professional development for teachers and ensuring systematic program implementation and evaluation.

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Child-Friendly Schools (SRA) according to (Ni'am, 2016) are schools that consciously strive to guarantee and fulfill children's rights and protection in every aspect of life in a planned and responsible manner. The purpose of Child-Friendly Schools (SRA) is to create schools that can guarantee and fulfill the rights and protection of Indonesian children. The Child-Friendly School implemented in Zimbabwe emphasizes the quality of education and the child-based education system, as stated by (Mandiudza, 2013):

Child-friendly schools must be effective with children. They must promote good quality teaching and learning, provide good quality materials and resources, enhance teachers' capacity, moral, commitment, status, income and promote quality learning outcomes. Educational leadership for CFS must monitor the processes. It should be a continuous process not a one shot operation if at all implementation is to succeed. Strengths and weaknesses must be identified and make proposals for action basing on what is considered to be of "quality". The fundamental rationale and most critical reason for monitoring and evaluation is to enable implementing organizations (schools) to gauge progress and determine whether the model is working as expected. Innovations are often judged as failures when in fact they simply have not been properly implemented or given a chance to work.

Every country needs to embrace this concept of quality which goes well beyond pedagogic excellence and purely academic performance outcomes. The focus should be on the needs of the child as a whole not just academic performance dimension that educators have concentrated on. People must dwell on a multi-dimensional coverage of quality and a holistic concern for the child's needs.

The Depok City Education Agency has issued Decree Number 421/98/Disdik/2016 concerning the Depok City Child-Friendly School as the organizer of the 2016/2017 Child-Friendly School education. And in the 2017/2018 Academic Year, the Depok City Education Office established 80 (eighty) elementary schools that received the title of Child-Friendly School (SRA), by issuing Decree Number: 421/007-Disdik / 2018 concerning the Establishment of Child-Friendly Schools City of Depok As Educational Provider for Child-Friendly Schools 2017/2018 Academic Year. (Decree of the Head of Depok City Service Number 421/007-Disdik/2018 Regarding the Establishment of the Depok City Child-Friendly School as the Provider of Child-Friendly School Education for the 2017/2018 Academic Year).

1.1. Theoritical Framework

1.1.1 Policy evaluation

The evaluation would be an investment to improve an ongoing program. evaluation is the systematic assessment of the worth or merit of some object (Stufflebeam, 2000). Systematic assessment of the advantages and disadvantages of an object. The essence of evaluation is photographing the advantages and disadvantages of an object. The object in question is a unit that is used as a program, as a product policy. The policies mean various, policies project programs of goals, volumes, practices (G.Titler, et al., 2001). Policy is an action that leads to the goals proposed by a person, group or government in a particular environment in connection with certain obstacles while looking for opportunities to achieve the desired goals (Matland, 1995).

The program plays a role in two functions, namely (1) it can internally change *inputs* into *outputs*; *(*2) externally a program can *survive* if it interacts continuously with its environment. The program is not only defined as a set of activities but by Fitzpatrick, interpreted as (1) a set of plans arranged systematically, (2) using resources, (3) achieving a final goal *(goals),* (4) based on needs, (5) has specificity, (6) in a specific context, (7) has documented results as *outputs*, *outcomes*, and *impacts* (8) has a credible follow-up system (Chen, 2005).

1.1.2. Policy Evaluation Model

An alternative view based on a phenomenological paradigm displays many evaluation models. Of the many evaluation models put forward, tests and measurements no longer occupy a decisive position. Its use is only for certain purposes, no longer a necessity, like when the first model is displayed. Tests and measurements are no longer a parameter of the quality of an evaluation study conducted. Another interesting development in this evaluation model is the existence of an effort to be eclectic in the use of both positivism and phenomenology, which Patton calls the paradigm of choice (Alexander, 2006). The evaluation model was developed to help teachers and evaluators conduct a comprehensive evaluation. Understanding of the evaluation model, is very helpful for teachers and educational evaluators, so that evaluations can be done comprehensively, both regarding input, process, output, and outcomes (Chinta, Kebritchi, & Ellias, 2016). The evaluation model that the researchers chose to evaluate government policy regarding the implementation of the Child-Friendly School (SRA) in the city of Depok is the Countenance Evaluation model or Client-Centered Evaluation Approach. This evaluation model was developed by Robert E. Stake. (Stake, 2014) said that Responsive Evaluation is a general perspective in the search for quality and the representation of quality in a program. Responsive evaluation is a general perspective in looking for quality and quality representation in a program. A responsive evaluation package produces justification, qualifies a policy package, and represents policy in general.

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2. METHOD

This study uses a qualitative evaluation method. Research location in Depok City, West Java Province. Data collection techniques use observation, interviews and documentation.

3. FINDINGS

3.1. Antecedent

Evaluation phase *Antecedents* indicate the early stages of the required conditions to implement the Child-Friendly School based on *congruence* empirical data aspect evaluated with predetermined criteria and objectives to be achieved. The initial stage of the environment (input) in the implementation of the Child-Friendly School program in Depok for child-friendly cities is an indicator to determine whether a city is awarded a city worthy of being child-friendly or not. The Office of Education and the Office for the Protection of Children Community and Family Empowerment have an important role in the success of the Child-Friendly School program.

Field observations show that (1) the legal basis of the Child-Friendly School program in Depok City has a strong legal basis, in which the national regulation Law Number 35 of 2014 which amended Law Number 23 of 2002 concerning Child Protection is based and made the basis refer to the Decree of the Depok City Education Office and the Office of Child Protection and Community and Family Empowerment in making policies on Child-Friendly Schools in Depok City. Joint Decree of the Office of Education and the Office of Child Protection for Community and Family Empowerment Regarding the appointment of a pilot *project* Child-Friendly School is strictly guided by the School Superintendent and the Principal appointed. The joint decree was changed every year starting from 2015 until this research was written in 2019. Evaluation findings found in the field are as follows:

Table 1. Findings for basic aspects of policy and normative philosophy

Unit Analysis	Aspects	Evaluation	Indicator	Criteria		Findings
Antecedent	Basic Policy; philosophical normative		• UU No. 35 of 2014	Reference Action	/	UU no. 35 of 2014 concerning Child protection is used as a guideline in drafting regulations in the City of Depok, in terms of the preparation of Child-Friendly Cities and the derivation of Child-Friendly Schools.
			• PPPA Regulation N0. 8 of 2014	Reference Action	/	PPPA Regulation No. 8 of 2014 concerning Child-Friendly Schools is used as a reference and guide in developing and developing Child-Friendly Schools programs and the establishment of Child-Friendly Schools pilot projects
			• Decree of the Depok City Education Agency	Reference Action	/	Periodic monitoring and evaluation is used as a reference in the appointment and designation of Child-Friendly Schools in the City of Depok
			• Decree of the Depok City PAPMK Office...	Reference Action	/	The PAPMK Office collaborates with the Education office in the fostering, mentoring, evaluation of the appointment and designation of Child-Friendly Schools in the City of Depok..

Based on the results of interviews with the Depok City Education Office, Depok City Education Office has learned that Law number 23 of 2014 concerning Child Protection, guides and refers it in making policies on Child-Friendly Schools. Likewise, the Minister of Women's Empowerment and Child Protection Regulation number 8 of 2014 concerning Child-Friendly Schools was made by the Department of Education in making a Joint Decree with the Office for the Protection

of Children and Community Empowerment (DPAPMK) regarding the appointment and designation of Child-Friendly Schools in the City of Depok.

Field observations show that Law Number 35 of 2014 and Minister of Women Empowerment and Child Protection Regulation Number 8 of 2014 concerning Child-Friendly Schools have been made an explicit legal basis in the issuance of Joint Decree of the Education Office and the Child Protection Office for Community and Family Empowerment (DPAPMK) in the city of Depok in the appointment and stipulation of Child-Friendly Schools in the City of Depok. This Joint Decree has also become a reference for schools in declaring themselves to be Child-Friendly Schools for students' parents and local communities in the school environment.

3.2. Transaction

Transaction evaluation stages indicate the stages of the conditioning process carried out in the implementation of Child-Friendly Schools based on the congruence of empirical data aspects that are evaluated with predetermined criteria and objectives to be achieved. The Declaration made a public announcement to the public about child-friendly schools and emphasized the importance of the program being implemented, the declaration was carried out at the City, Cluster, and Education Unit levels.

In the Child-Friendly School program the aspect of which is the declaration of a child-friendly school and which is an indicator of evaluation (1) the declaration of a child-friendly school for the City of Depok level, researchers measure it with an observation sheet related to whether or never; (2) the declaration of a child-friendly school for cluster level, the researcher measures it with an observation sheet related to whether or not it has been; (3) the declaration of child-friendly schools for the level of education units, researchers measure it with observation sheets related to ever or never.

Empirical data in the field that researchers encountered are as follows:

Table 2. Declaration of child friendly schools

Unit Analysis	Evaluation Aspects	Indicator	Criteria	Findings
Transaction	Declaration of Child Friendly Schools	• Depok City Declaration	• Ever • Never	Of the 31 (thirty-one) schools that were made respondents consisting of the Depok City Public Elementary School which was made a pilot project for Child-Friendly Schools in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, gave an answer that never = 67.74%; and never = 32.25% and error = 0% with a score of 67.74 (68), thus the education unit, in general, has followed the declaration at the Depok city level.
		• Cluster Declaration	• Ever • Never	Of the 31 (thirty-one) schools that were made respondents consisting of the Depok City Public Elementary School which was used as a Child-Friendly School pilot project in Limo Subdistrict, Pancoran Mas, Cimanggis Subdistrict, Sukmajaya Subdistrict, gave an answer ever = 51.61%; and never = 48.38% and error = 0% with a score composition of 29.03 (29) thus the education unit, in general, has followed the declaration at the cluster level.
		• School Declaration	• Ever • Never	Of the 31 (thirty-one) schools that were made respondents consisting of the Depok City Public Elementary School which was used as a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, gave an answer that never = 54.83%; and never = 41.93% and error = 3.22% with a score composition of 54.83 (55) so that more than half of the education units have implemented the declaration of child-friendly schools.

From the interviews of researchers with the Depok City Education Agency, Depok City Community and Family Empowerment Child Protection Agency, Supervisors, School Principals, Teachers, Child-Friendly School Implementing Personnel in the education unit, information that researchers found that the Education Office and the Child Empowerment Child Protection Office and Families have participated in the implementation of the Declaration of Child-Friendly Schools at Depok City level and also at the cluster level in each school. Besides at the city and cluster level, the school also organizes declarations at the education unit level, inviting all parents/guardians of students and the community in the school environment.

3.3. Outcomes

The stages of outcome evaluation indicate the stage of results seen in the education unit after conditioning carried out in the implementation of Child-Friendly Schools, based on the congruence of empirical data aspects that are evaluated with predetermined criteria and objectives to be achieved.

The Child-Friendly School Program which is an aspect of assessment is a child-oriented school activity, this is an indicator of (a) child-oriented flag ceremony activities, evaluated with instrument sheets, the evaluation criteria given include very friendly, quite friendly, less friendly and not friendly; (b) child-oriented sports activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and not friendly; (c) child-oriented scout activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly; (d) child-oriented performing arts activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly; (e) child-oriented marching activities, evaluated with instruments, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly; (f) child-oriented religious activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and not friendly; (g) child-oriented out of school activities, evaluated with an instrument sheet, the evaluation criteria given include very friendly, quite friendly, less friendly and unfriendly. The field findings found by researchers are as follows:

Table 3. Child-oriented school activities in child friendly schools in depok

Unit Analysis	Evaluation Aspects	Indicator	Criteria	Findings
Outcome	Activities which berorietasi children in Child Friendly Schools	• Flag ceremony	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 70.2%; quite child-oriented = 29.8%; less child-oriented = 0.55%; and not child-oriented = 0% with a score of 86.42 (86) score thus it can be seen that the child-friendly school in Depok City is very child-oriented in holding flag ceremony activities.
		• Sport	• Very child oriented • Quite child oriented • Less child oriented • Not child oriented	Of the 31 (thirty one) schools that were respondents consisting of the Depok City Public Elementary School which was used as a Child Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 56.4%; quite child-oriented = 39.2%; less child oriented = 4.97%; and not child-oriented = 0% with a score of 86.88 (87) score thus it can be seen that the child-friendly school in Depok City is very child-oriented in organizing sports activities.
		• Scout	• Very child	Of the 31 (thirty one) schools that were respondents consisting of the Depok City Public Elementary School which was made a pilot

	oriented	• Quite child oriented	project for Child Friendly Schools in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 50.8%; quite child-oriented = 48.1%; less child oriented = 1.1%; and not child-oriented = 0% with a score of composition 83.46 (83) thus it appears that the child-friendly school in Depok City has been very child-oriented in organizing scout activities.
		• Less child oriented	
		• Not child oriented	
• Performing art Festival		• Very child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was made a pilot project for Child-Friendly Schools in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 41.4%; quite child-oriented = 53.6%; less child-oriented = 5.52%; and not child-oriented = 0% with score composition 83.46 (83) thus it can be seen that the child-friendly school in Depok City is very child-oriented in organizing arts performance activities.
		• Quite child oriented	
		• Less child oriented	
		• Not child oriented	
• Line of march		• Very child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 35.9%; quite child-oriented = 51.9%; less child-oriented = 11.6%; and not child-oriented = 0.55% with a score of 80.19 (80) composites thus it can be seen that the child-friendly school in Depok City has been very child-oriented in conducting marching activities.
		• Quite child oriented	
		• Less child oriented	
		• Not child oriented	
• Religious		• Very child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 56.9%; fairly child-oriented = 41.4%; less child-oriented = 1.66%; and not child-oriented = 0.55% with a score of 88.11 (88), thus it can be seen that the child-friendly school in Depok City is very child-oriented in organizing religious activities.
		• Quite child oriented	
		• Less child oriented	
		• Not child oriented	
• Out of school		• Very child oriented	Of the 31 (thirty-one) schools that were respondents consisting of the Depok City Public Elementary School which was turned into a Child-Friendly School pilot project in Limo District, Pancoran Mas, Cimanggis District, Sukmajaya District, giving very child-oriented answers = 27.6%; fairly child-oriented = 65.7%; less child-oriented = 6.63%; and not child-oriented = 0.55% with a score of 79.50 composites (80) thus it appears that the child-friendly school in Depok City is very child-oriented in carrying out activities outside of school.
		• Quite child oriented	
		• Less child oriented	
		• Not child oriented	

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The results of interviews with the Depok City Education Office, Child and Family Empowerment Child Protection Office, School Inspectors, School Principals, Teachers, School-Friendly Guides and School Organizers, School Committee Managers, all informants stated that the

activities carried out by the school were in the form of flag ceremonies, sports, scouting, performing arts, marching lines, religion and activities outside of school, are all carried out by the children. Indicators of these activities can be held by the school if it does not conflict with children, children are a priority in organizing activities.

The researchers' evaluation related to 0utcame on aspects of school services in children who did not perform the observation was done by observation and measuring through a questioner related to indicators of school treatment of children, school services to children and school policies regarding public services and personal services to children, this aspect was found in quantitative data forms as much as 98.17 (ninety-eight point seventeen), with very good category. From the qualitative data that researchers obtained through interviews with principals, teachers and parents, in general informants stated that the services provided by schools to children were very good, did not treat children's differences either in social status, religion, gender, and social functions. Schools have treated children fairly and wisely. The parents of the students asked about this matter said that the school was very friendly to children, there was no difference in treatment between one child and another child, there was no difference in the treatment between official children and ordinary children in the school said miss Marni guardian student of SD Negeri Tugu 10 Cimanggis Depok.

In terms of child-friendliness, the school guarantees that there is no zero violence. Researchers do this by observing and measuring it through a questionnaire related to indicators of the relationship between school principals, principals, heads of business with children, teacher and student relationships, school staff and student relationships, and student relations with students, this aspect was found in the form of quantitative data of 91.16 (ninety-one point sixteen), with very good categories. From the qualitative data that researchers obtained through interviews with principals, teachers, and parents, in general informants stated that the relationship between various parties with children was very good, there had been no acts of violence against children. Schools have treated child-friendly services and interactions, since morning leaders and teachers greet children kindly at the front gate of the school, accustom children to literacy and polite language, politely no bullying, teasing, jokes that lead to acts of violence.

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Aspects of activities that are oriented towards children, researchers do with observations and measure them through a questioner related to sports indicators, scouts, performing arts, marching lines, similarity and activities outside school, this aspect is found in the form of quantitative data of 84.09 (eighty four-point) zero nine), in either category. From the qualitative data that researchers obtained through interviews with principals, teachers, and parents, in general, the informant stated that the activities carried out by the school were oriented towards the interests of children. There are no activities based on the interests of teachers and education personnel. Everything is designed in accordance with the interests of children.

4. DISCUSSION AND CONCLUSION

4.1. Antecedents

Before the program is implemented: what conditions/events exist before the program implementation? Will this condition/event affect the program? In this phase, it is divided into two parts: (1) description, including: (a) intents, what goals have been set, what are the desired effects and (b) observation, namely data relating to reality and events that occur in the phase this description/description of the real conditions; (2) Judgment of; (a) standard that is the criteria used as a basis for comparison; and (b) judgment, which is the process of comparing intense, observational with standards.

The phase *antecedent* evaluation of the implementation of the Child-Friendly School policy in the City of Depok all aspects evaluated in this unit of analysis has not met the standards outlined, which is very good with *scoring* ranging from 86-100 (eighty-six to one hundred), in the findings, the data obtained with actually in the field (*observation*) ranged from 63.38 (sixty-three point thirty-eight)

to 79.91 (seventy-nine point ninety-one) with the average in-unit *antecedent analysis* this 64,077 (sixty-four point zero seven-seven) with fewer categories. The organizers, in this case, the Depok City Education Office and the Depok City Community and Family Empowerment Protection Agency (PAPMK) have not been optimal in building the foundation of the Child-Friendly School policy in Depok City. Program development that is still not optimal includes; philosophical strengthening, regulative programs, program strategy planning, strengthening and fostering Human Resources for organizing and implementing programs and program budgeting.

4.2. Transaction

Implementation of the program being carried out? Is the program being implemented by the program plan? This phase is divided into two parts, namely: (1) description includes (a) the intended actions to be taken; and (b) observation, which is the behavior of program organizers and program implementers in implementing the program; (2) judgment, consisting; (a) standard criteria used as a basis for comparison; and (b) judgment, which is the process of comparing intense, observation with standards.

Transaction evaluation phase of the implementation of the Child-Friendly School policy in the City of Depok all aspects evaluated in this unit of analysis do not meet the standards outlined, which is very good with scoring ranging from 86-100 (eighty-six to one hundred), in the findings, the data obtained by actually in the field (observation) ranges from 16.12 (sixteen points ninety-one) to 79.23 (seventy-nine point twenty-three) with an average in this unit analysis transaction of 62.36 (sixty two-point thirty-six) with fewer categories. The organizers, in this case, the Depok City Education Office and the Depok City Community and Family Empowerment Child Protection Office (PAPMK), are less prepared conceptually, procedurally and in the infrastructure of the School by the Child-Friendly School policy standards in Depok City.

4.3 Outcomes

Knowing the consequences of implementation is the end of the program. Is the program implemented as expected? Have principals, teachers, and education personnel exhibited higher levels of behavior compared to when they were before the program was implemented? This phase is divided into two parts, namely: (1) description includes (a) the intended actions to be taken; and (b) observation, which is the behavior of program organizers and program implementers in implementing the program; (2) judgment, consisting; (a) standard criteria used as a basis for comparison; and (b) judgment, which is the process of comparing intense, observation with standards.

The outcome phase of evaluating the implementation of the Child-Friendly School policy in Depok City in general aspects that were evaluated in the unit analysis have almost all reached the standard outlined, which is very good with scoring ranging from 86-100 (eighty-six to one hundred). actually obtained in the field (observation) ranged from 84.09 (eighty-four point zero nine) to 96.17 (ninety-seven point seventeen) with an average in this unit analysis of outcomes of 90.48 (ninety point forty-eight) in the very good category.

The culture or culture of the child-friendly education community in the city of Depok has been created naturally. The equality of service and treatment of children has been created very well with scoring 96.17 (ninety-six point seventeen), nonviolent actions have been embedded into high value, scoring 91.16 (ninety one point sixteen), and the relationship between parties at school, leaders with children, teachers with children, school officials with children running with harmonies there is absolutely no violence in it, scoring 84.09 (eighty-four point zero nine). Thus the child-friendly school in Depok City has been realized culturally and naturally, not the result of program intervention.

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