

Implementation of the Child-Friendly Education Unit (SRA) Program to Improve the Quality of Education at Islamic Senior High Schools in Tarakan City

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ABSTRACT

This study aims to analyze the implementation of the Child-Friendly Education Unit (SRA) Program and its implications for improving the quality of education at Madrasah Aliyah (Islamic Senior High School) in Tarakan City. The study used a qualitative approach, with data collection techniques including interviews, observation, and documentation. The results indicate that the implementation of the SRA Program is carried out through management functions, including planning, organizing, implementing, and monitoring. This program is realized through the development of child-friendly policies, the development of safe and inclusive learning, the prevention of violence and bullying, the provision of supportive infrastructure, and the strengthening of student and parent participation. The implementation of the SRA has been proven to have positive implications for improving the quality of education, as indicated by the creation of a safe and comfortable learning environment, increased student discipline and character, improved learning processes, and increased participation of all members of the madrasah community in supporting a culture of quality. This study found that the success of SRA implementation is determined not only by meeting program indicators but also by the commitment of all members of the madrasah community to building an educational culture oriented towards protecting and fulfilling children's rights. This is an effective strategy for supporting the improvement of the quality of education at Madrasah Aliyah in Tarakan City.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi Program Satuan Pendidikan Ramah Anak (SRA) serta implikasinya terhadap peningkatan mutu pendidikan di Madrasah Aliyah Kota Tarakan. Penelitian menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi Program SRA dilaksanakan melalui fungsi manajemen yang meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Program ini diwujudkan melalui penyusunan kebijakan ramah anak, pengembangan pembelajaran yang aman dan inklusif, pencegahan kekerasan dan perundungan, penyediaan sarana prasarana yang mendukung, serta penguatan partisipasi peserta didik dan orang tua. Implementasi SRA terbukti memberikan implikasi positif terhadap peningkatan mutu pendidikan, yang ditandai dengan terciptanya lingkungan belajar yang aman dan nyaman, meningkatnya kedisiplinan dan karakter peserta didik, membaiknya proses pembelajaran, serta meningkatnya partisipasi seluruh warga madrasah dalam mendukung budaya mutu. Penelitian ini menemukan bahwa keberhasilan implementasi SRA tidak hanya ditentukan oleh pemenuhan indikator program, tetapi juga oleh komitmen seluruh warga madrasah dalam membangun budaya pendidikan yang berorientasi pada perlindungan dan pemenuhan hak anak. hal ini menjadi salah satu strategi efektif dalam mendukung peningkatan mutu pendidikan di Madrasah Aliyah Kota Tarakan.

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1. Introduction

Education is a strategic instrument in developing high-quality and competitive human resources. In the context of 21st-century educational development, the success of educational institutions is measured not only by students' academic achievements, but also by their ability to create a safe, comfortable, and inclusive learning environment that supports the optimal development of their potential. The modern educational paradigm positions students as the primary subjects in the educational process, who have the right to protection, respect, and opportunities to develop without discrimination, violence, or treatment that violates children's rights. Therefore, efforts to improve the quality of education need to be carried out comprehensively, taking into account the academic, social, emotional, and psychological aspects of students.[1]

Globally, attention to the protection of children's rights in education has grown since the adoption of the Convention on the Rights of the Child (CRC), which affirms that every child has the right to receive a quality education in a safe environment that respects human dignity.[2] These principles have been adopted by various countries, including Indonesia, through various policies oriented towards protecting and fulfilling children's rights in educational settings. One implementation of this policy is the Child-Friendly Education Unit Program (SRA), which was developed as an effort to create an educational environment that is free from violence, discrimination, bullying, and various other forms of violations of children's rights.[3]

In Indonesia, the Child-Friendly Education Unit Program is part of a national policy that supports the fulfillment of children's rights as mandated by Law Number 35 of 2014 concerning Child Protection and various regulations related to the provision of education centered on the best interests of children.[4] This program emphasizes the importance of the involvement of all school or madrasa members in creating a safe, healthy, clean, caring, and environmentally responsible learning environment, while ensuring the fulfillment of children's rights in all educational activities. Through this program, educational units are expected to serve not only as places for the transfer of knowledge but also as spaces that support the holistic growth and development of students.

In the context of Islamic education, the concept of Child-Friendly Education Units has strong relevance to the core values of Islamic teachings. Islam teaches respect for human dignity, compassion (rahmah), justice ('adl), and protection of vulnerable groups, including children.[5] These principles serve as an important foundation for madrasas in developing a humanistic educational culture oriented toward student welfare. Therefore, the implementation of the SRA Program in madrasas is not only a form of compliance with government policy, but also an actualization of Islamic educational values in the practice of education delivery.

Madrasah Aliyah, as a secondary educational institution with Islamic characteristics, plays a strategic role in shaping a generation that excels intellectually, spiritually, and socially. Amidst various challenges in contemporary education, such as increasing cases of bullying, violence in the educational environment, psychological stress among students, and demands for improved educational quality, the implementation of the SRA Program is a relevant approach to creating a conducive educational climate. A safe and comfortable learning environment is believed to increase learning motivation, student participation, the quality of interactions between teachers and students, and the effectiveness of the overall learning process.[6]

Several previous studies have shown that the implementation of child-friendly school programs positively contributes to improving the quality of the learning environment, strengthening student character, increasing parental involvement, and reducing various forms of violence in the educational environment. However, most research focuses on public schools and elementary schools, while studies on the implementation of the Child-Friendly Education Unit Program in Islamic Senior High Schools (Madrasah Aliyah), particularly in relation to improving educational quality, are relatively limited. Furthermore, there is limited research examining the integration of child-friendly principles and the characteristics of Islamic education within the madrasah context.

Tarakan City, as one of the educational centers in North Kalimantan, has a number of Madrasah Aliyah (Madrasah Aliyah) that have attempted to implement the Child-Friendly Education Unit Program in various educational policies and activities. The implementation of this program is interesting to study in more depth, given that each madrasah has different characteristics, resources, and strategies for implementing child-friendly principles. Furthermore, it is important to determine the extent to which the program contributes to improving educational quality, encompassing aspects of the learning process, madrasah culture, the quality of educational services, and the development of student character.

Based on the description, this research focuses on two main questions, namely: (1) how is the implementation of the Child-Friendly Education Unit (SRA) Program in Tarakan City Islamic Senior High School, and (2) what are the implications of the Child-Friendly Education Unit (SRA) Program for improving the quality of education in Tarakan City Islamic Senior High School. This research is expected to provide theoretical contributions in the development of Islamic education and child-friendly education studies, as well as provide practical contributions for madrasah managers, education policy makers, and various related parties in optimizing the implementation of the SRA Program as a strategy for improving the quality of sustainable education.

2. Method

This research employed a qualitative research method with a case study approach. This approach was used to gain an in-depth understanding of the implementation of the

Child-Friendly Education Unit (SRA) Program towards improving the quality of education at Islamic Senior High Schools (Madrasah Aliyah) in Tarakan City..

Location and Time

This research was conducted at MAN Tarakan, Tarakan City, North Kalimantan, Indonesia, from February to April 2026..

Research Subjects: Head of Madrasah, Deputy Head of Madrasah, Teachers, Students of Tarakan Islamic High School

Data Collection Techniques

- Observation
- In-depth interviews
- Documentation

Data Analysis Techniques

- Data reduction
- Data display
- Conclusion drawing and data verification

Data Validity

- Source triangulation
- Technique triangulation
- Time triangulation

3. Result and Discussion

Result

1. Implementation of the Child-Friendly Education Unit (SRA) Program at Islamic Senior High Schools in Tarakan City

The implementation of the Child-Friendly Education Unit (SRA) Program at the Tarakan City Islamic Senior High School (Madrasah Aliyah) demonstrates a strong institutional commitment to creating a safe, comfortable, inclusive educational environment that is oriented toward fulfilling children's rights. Based on observations, interviews, and documentation studies, program implementation is not merely understood as fulfilling administrative indicators set by the government, but has become part of the madrasah's organizational culture, integrated with Islamic educational values. This is evident in various educational policies, programs, and activities that place students as the primary subjects in the learning and character development process.

In terms of planning, the madrasah has integrated SRA principles into strategic planning documents, annual work programs, madrasah regulations, and various policies related to the protection and fulfillment of children's rights.[7] The madrasah principal, along with the teaching staff and education staff, routinely identifies student needs and develops programs that support the creation of a safe and violence-free learning environment. This planning also involves various stakeholders, including the madrasah committee and parents, fostering synergy in supporting program implementation. These findings indicate that the implementation of the SRA has adopted a participatory approach, which is one of the main principles in implementing child-friendly education.

Organizationally, the madrasah established an

implementation team or task force responsible for implementing the SRA Program. This team comprised madrasah leaders, teachers, education staff, students, and parent representatives. The purpose of this team was to ensure that every program and policy implemented was aligned with child protection principles. A clear division of tasks enabled effective coordination, both in implementing preventive activities and in addressing issues that could potentially disrupt student comfort and safety. The organizational structure supporting the implementation of the SRA demonstrated that the program's success was significantly influenced by the institution's ability to build a collaborative and sustainable work system.

In terms of implementation, the SRA Program was implemented through various activities that touched all dimensions of madrasah life. During the learning process, teachers adopted a more humanistic, communicative, and participatory approach. Students were given the opportunity to express opinions, ask questions, and actively participate in learning activities. The relationship between teachers and students was built on the principles of mutual respect and appreciation, thus creating a conducive learning environment. [8]In addition, madrasahs also develop various character strengthening activities, anti-bullying education, anti-violence campaigns, counseling services, and religious development programs that support the psychological and spiritual development of students.

The implementation of the SRA is also reflected in the provision of facilities and infrastructure that support student comfort. Madrasahs strive to provide a safe, clean, healthy, and child-friendly physical environment. The availability of suitable classrooms, adequate sanitation facilities, counseling rooms, prayer areas, and a well-organized school environment are important indicators of the program's success. A comfortable physical environment positively impacts students' learning motivation and psychological well-being during their time at the madrasah.

Research findings also indicate that student participation is a key characteristic of the SRA Program implementation. Students are not merely recipients of educational services but are also involved in various decision-making processes related to madrasah activities. This involvement is realized through student organizations, discussion forums, extracurricular activities, and various student leadership programs. This active participation provides a space for students to develop a sense of responsibility, self-confidence, and social skills, which are essential components of character education.

In terms of supervision, madrasahs conduct regular monitoring and evaluation of the implementation of the SRA Program. Evaluation is conducted through coordination meetings, student satisfaction surveys, internal monitoring, and reporting on various activities related to child protection.[9] This monitoring system enables madrasahs to identify various obstacles and make continuous improvements. Thus, the implementation of the SRA program is not ceremonial, but rather an

ongoing process that is continually developed according to student needs and developments in the educational environment.

From an Islamic education perspective, the implementation of the SRA program at Madrasah Aliyah in Tarakan City reflects the actualization of the values of *rahmatan lil alamin* (blessing for the universe), which place students as a trust that must be guarded, guided, and optimally developed. The values of compassion, justice, respect for human dignity, and social responsibility serve as the moral foundation that strengthens the program's implementation. Therefore, the implementation of the SRA program in madrasahs not only has administrative and pedagogical dimensions, but also a theological dimension that strengthens a humanistic and character-based educational culture

2. Implications of the Child-Friendly Education Unit (SRA) Program on Improving the Quality of Education at Islamic Senior High Schools in Tarakan City

The research results show that the implementation of the Child-Friendly Education Unit Program has significant implications for improving the quality of education at Madrasah Aliyah (Islamic Senior High School) in Tarakan City. Educational quality, in this study, is understood as the madrasah's ability to provide effective, efficient, and relevant educational services that meet the needs of students and the expectations of the community. The Child-Friendly Education Program (SRA) has proven to be a supporting factor in creating a quality educational environment oriented towards the development of students' holistic potential.

The first implication is seen in the improved quality of the learning process. A safe learning environment free from psychological pressure encourages students to be more active, creative, and confident in participating in learning activities. Teachers also find it easier to establish effective communication with students, thus optimally transferring knowledge. This contributes to increased student engagement in learning and creates a more meaningful learning experience.

The second implication relates to strengthening student character. The SRA program encourages the formation of a madrasah culture that instills the values of discipline, responsibility, tolerance, social awareness, and respect for others. A violence-free environment provides opportunities for students to develop emotionally and socially without fear or pressure. In the context of madrasahs, character building is reinforced through the integration of Islamic values, which are the hallmark of Islamic education.

The third implication is the creation of a conducive madrasa climate. Harmonious relationships between the madrasah principal, teachers, educational staff, students, and parents create an atmosphere that supports the overall educational process. A positive organizational climate fosters a sense of belonging to the madrasah, enhances student learning motivation, and enhances teacher enthusiasm in carrying out their

professional duties. This is an important indicator of improving educational quality.

The fourth implication is seen in the increased participation of parents and the community in the provision of education. The SRA program encourages more intensive communication between the madrasah and families, so that the educational process takes place not only within the school environment but also receives support from the home environment. Parental involvement in various madrasah activities strengthens educational synergy and contributes to the more effective achievement of learning objectives.

The fifth implication relates to improving the image and public trust in madrasahs. A safe, comfortable, and child-protection-oriented educational environment is an added value that enhances the madrasah's appeal to the community. Growing public trust has led to increased support for various educational quality improvement programs implemented by madrasahs.

The findings of this study indicate that the SRA Program not only serves as a child protection instrument but also serves as an effective educational quality management strategy. The program's implementation has created an educational ecosystem that supports the achievement of learning objectives, character development, improving the quality of educational services, and strengthening the madrasah's culture of quality. Therefore, the success of the SRA Program at Madrasah Aliyah in Tarakan City demonstrates that fulfilling children's rights and improving educational quality are interrelated and can be achieved simultaneously through planned, participatory, and sustainable educational policies.

Conclusion

Based on the research and discussion regarding the implementation of the Child-Friendly Education Unit (SRA) Program to improve the quality of education at Madrasah Aliyah (Islamic Senior High School) in Tarakan City, it can be concluded that the SRA Program has been implemented regularly through management functions including planning, organizing, implementing, and monitoring. During the planning stage, the madrasah integrated the principles of protecting and fulfilling children's rights into its policies, work programs, and rules of procedure. During the organizing stage, an implementation team was formed involving various elements of the madrasah community to ensure the program's coordinated implementation. During the implementation stage, the program is realized through child-friendly learning, preventing violence and bullying, strengthening character education, providing safe and comfortable facilities and infrastructure, and increasing student and parent participation. Meanwhile, the monitoring stage is carried out through regular monitoring and evaluation to ensure the program's sustainability and effectiveness.

This study also concludes that the Child-Friendly Education Unit Program has significant implications for improving the quality of education at Madrasah Aliyah

(Islamic Senior High School) in Tarakan City. The program's implementation contributes to the creation of a safe, comfortable, and conducive learning environment, thereby improving the quality of the learning process, student participation, and the effectiveness of interactions between teachers and students. Furthermore, the program encourages the strengthening of students' religious and social character, increases parental and community involvement in education, and strengthens the culture of quality within the madrasah environment. This situation demonstrates that fulfilling children's educational rights and improving quality are two mutually supportive aspects in achieving quality education.

Research findings reveal that the successful implementation of the Child-Friendly Education Unit Program is determined not only by meeting the program's formal indicators, but also by the commitment of all madrasa members to building a humanistic, inclusive, and sustainable educational culture. In the Madrasah Aliyah context, Islamic educational values such as compassion (rahmah), justice ('adl), respect for human dignity (karamah al-insan), and shared responsibility serve as the foundation that strengthens program implementation. Therefore, the Child-Friendly Education Unit Program can be seen as an effective strategy to support improving educational quality while strengthening student character development in madrasahs.

Theoretically, this research enriches the study of the relationship between child-friendly education and educational quality in the context of Islamic education. Practically, the research findings provide recommendations to madrasah administrators, supervisors, and educational policymakers to continue strengthening the implementation of the SRA Program by increasing human resource capacity, strengthening collaboration with parents and the community, and developing a sustainable evaluation system. Thus, the SRA Program is expected to become a model for developing educational quality that is oriented not only toward academic achievement but also toward the protection, welfare, and holistic development of students.

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