

**CHILD-FRIENDLY SCHOOL (CFS)
In SD NEGERI GEBUGAN 01 BERGAS SUBDISTRICT
SEMARANG REGENCY**

Jumriyah

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Abstract

Jumriyah, 2014, the planning of child-friendly School (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict, Semarang Regenc. Graduate school of management master's degree of education. Satya Wacana Christian University Salatiga. Supervisor Prof. Dr. Slameto, M. Pd

The purpose of this study was to describe (1) the role of the teacher, (2) the role of the parents, the community and the Committee in the planning of child-friendly schools), (3) Creating a child-friendly school planning is participatory in SD Negeri Gebugan 01.

Using data collection techniques of observation, interview and question form. Technique of data analysis performed with the collection of data, data presentation, data reduction, and conclusion. Test the validity of the data in this study using a triangulation source with validation by experts and tested the effectiveness of the product in the activities of the Focus Group Discussion (FGD).

The results of this research are (1) the role of teachers in the planning of child-friendly school (CFS) among others in selecting and planning the fun and learning method oriented to students, compassionate in serving students as well as participate in determining the planning measures that are child-friendly. (2) the role of parents, community child-friendly schools in planning between the concern in the development of the school, and participation in the creation of the school work plan (RKS). (3) results in a child-friendly school which planning comprises 12 indicators are validated and tested their effectiveness until it becomes a ready planning carried out in schools.

Keyword: Planning A Child-Friendly School (CFS).

Introduction

Education is a human right and a means for the realisation of the rights of other human rights. As the right capabilities, education is the primary means for everyone including children who have barriers economically, socially and geographically to grow independently, including to participate in sustainable development. Education has an important role to empower women, protect girls and boys from exploitation of labor and dangerous sexual exploitation, promoting human rights and democracy, protecting the environment, and controlling population growth. Education is an important asset for the progress of a nation, therefore every citizen is obliged to follow the level of education, both early childhood education, elementary education, secondary education and higher education (Munandar, 2012: 3).

Departing from the awareness of the strategic potential of the child for a nation, the Government tried to make the entire city in Indonesia as the city who care for children. It is realized by the Ministry of women empowerment and child protection in 2006 that made the city of Surakarta, Malang, Manado, Padang, Jambi and Kupang as a pilot project the development Of a Child Worthy City (CWC). CWC is a regency / city with rights-based child development system through integrating the commitment and resources of Government, the

community and the business world that is thoroughly planned and ongoing in the policies, programs and activities to ensure the fulfillment of the rights of the child (Candy PP and PA no. 11 in 2011).

The Government and local authorities have been carrying out various efforts in running the State obligations to respect, protect and fulfill the constitution rights of citizens in enjoy the education. However, it still needed improvement availability in terms of service excellence, affordability, quality and relevancy, quality/equality and finality/security in fulfillment of the educational rights of girls and boys, including children who require special education and special education services. The Ministry of Women Empowerment and Child Protection of Indonesia (KPP and PA) according to their duties and functions trying to do socialize and advocacy with relevant ministries and institutions to develop policies, programs, activities in order to fulfill education children right.

Research carried by UNICEF in 2006 in Central Java, South Sulawesi and North Sumatra said that almost 80% of teachers ever give sanctions in the form of punishment including verbal punishment. It also shows that the majority of child abuse done by the people around the child such parents, teachers and friends (Education Department of Central Java Province, 2013: 4).

In addition to the mapping form of violence in schools in order to develop a child-friendly school through teacher and student consultation in Klaten district, Pemalang started in June 2012 that has been ago, show that there are violence towards students in elementary school (SD/MI), junior high school (SMP/MTs) or senior high school (SLTA) either physical violence, psychological and sexual abuse made by teachers, including seniors, as well as a school guard, parents and people around the school (Education Department of Central Java Province, 2013: 4).

Supiandi, et al (2012: 9) states that the Child Friendly School is a school / madrasah which safe, clean, healthy, leafy, inclusive and comfortable for the development of physical, cognitive and psychosocial girls and boys, including children who require special education and / or special education services.

Child Friendly School is a school that consciously seeks to ensure and fulfill the rights of children in every aspect of life in a planned and responsible (Risnawati, 2013: 1). The main principle is a non-discrimination interest, the right to life and respect for children. As the sound of Article 4 of Law 23/2002 about the protection of children, states that children have the right to life, to grow, to develop, and to participate fairly in accordance dignity of humanity, as well as get protection from violence and discrimination. The above mentioned one is participating as outlined the right to argue and be heard his voice. Child Friendly School is a school that is open involving children to participate in all activities, social life, and encourage growth and development and child welfare.

adjusted to Child-friendly schools program aims to provide welfare to the students in the school with emphasis on the rights of children which include the right to life, right to growth and development, protection of rights, and the right of to education. In the implementation of the program, the school management should be friendly to the students by involving students in making school rules for mutually agreed; classroom management adjusted to the developmental and psychological needs of students; governance and friendly school buildings for the safety of students; make programs as a cultural reflected in the behavior of the school community to establish good relations between the school community through a friendly attitude and not using force on students; in the teaching model implement teacher learning comes PAIKEM universal values through motivational approach, democratic and educate students with love. With this program the school is expected duties and functions remain able to provide help and support to students with a friendly nature as the executor of education.

There are several characteristics of the Child Friendly School viewed from several aspectssuch as (a) attitude toward students, (b) Method of Learning, (c) Arrangement Class, and (d) Classroom Environment (Umy, 2010: 7-8). Moreover schools must create a conducive atmosphere so that children can feel comfortable and free to express at

their potential. In order for conducive atmosphere is created, then there are some aspects that need to be considered in accordance with the guidelines of the Department of Education Central Java (2013: 11-12) as follows: (a) the appropriate school program, (b) supportive school environment, and (c) aspects of adequate infrastructure.

A child-friendly school is a model school that gives more good prejudice to the child, the teacher aware of the different potential of all learners so that in providing opportunities to students in selecting activities and play activities that suitable with their interests and talents, Aqib (2008: 55) .

The real conditions in the field there are still plenty of violence toward children that occurred in Indonesia, where most of the violence was carried out by the people closest to the child. Based on data from BPS in 2006, teachers accounted for approximately 3% for the violence that is done in school children. Various forms of school violence, such as physical violence, psychological, verbal abuse, and sexual abuse (Bapedda) Surakarta, 2013, therefore, comfortable and friendly environment for the growth and development of children is not only limited to the family environment alone, but more broadly in a community environment. A study on the implementation of child-friendly schools done by Balgia (2013) entitled "Child Friendly School Initiative At Three Primary Health Centers Of Belgaum District, Karnataka" states that to be child-friendly schools are at least 10 commitments that must be fulfilled by the school (1) there is no physical punishment, (2) an adequate number of classrooms, (3) an environment that is safe and appropriate for school, (4) hygienic drinking water, (5) a clean canteen (6) schools do refreshing activity for students, (7) classrooms are bright and comfortable, (8) health check-ups at regular intervals after school, (9) facilities for first aid in an emergency, and (10) an adequate number of restrooms.

The real conditions existing in SD Negeri 01 Gebugan are not yet qualified as child-friendly schools. From the results of observations conducted by pre researchers obtained a description of the real conditions in the field as follows:

1. Do not have protective fencing school.
2. Access to clean water is limited
3. The Bathroom / WC for students and teachers have not been standard
4. The means of infrastructures is not adequate (there are only 6 classrooms and a teacher room)
5. The School yard is still ground
6. The security guarantee is still less because often occurs theft
7. The school canteen service is still not feasible
8. The student activities (Karawitan, rebana, computers) the process of turns with classroom training.
9. The teachers teach monotonous, uncreative and less teaching aids
10. The Teachers are not mastering IT

11. There are often fights happens, and sanction acts of violence in schools as a twisted, pinching, hitting, etc.

The description above being the motivating factor for researchers to do a child-friendly school planning. The reason is that if the condition is continues to be left, then the SD Negeri Gebugan 01 can't carry out a child-friendly learning and educational goals can't be realized.

Child Friendly Schools (CFS) can be realized if education centers (schools, families and communities) can assist each other to build the Child Friendly School (CFS) is. So it is needed good planning in order to implementation can run smoothly. Planning can be done by the school such as the preparation of the appropriate school programs, the creation of a supportive school environment such as the availability of a protective fence around the school environment, access of healthy drinking water as well as the completeness of facilities and adequate infrastructure such as clean canteen, the clean bathrooms, and friendly service to children and so on.

Therefore, it needs an active participation by all members of the school, they are principals,

teachers, parents, school committees and stakeholders.

Based on the background above researcher interested to do a study entitled "Planning the Child Friendly School (CFS) at SD N Gebugan01 Bergas subdistrict". This study aimed to the role of teachers, parents, community and school committee to produce a plan that is participatory child-friendly schools in SD N Gebugan Bergas Subdistrict.

Research Methods

Based on the formulation of the problem, objectives and benefits. The right kind of research is developing.

According Sugiyono (2009: 297) states that the development method is the research methods that are used to produce a certain product, and test the effectiveness of these products. In this study, the development of which is done only up to revision stage of the product without trial and the use of mass production because products produced in this study only as a recommendation for planning a school is not up to the implementation.

According to Sugiyono (2009: 198) measures of research and development is shown in the picture below.

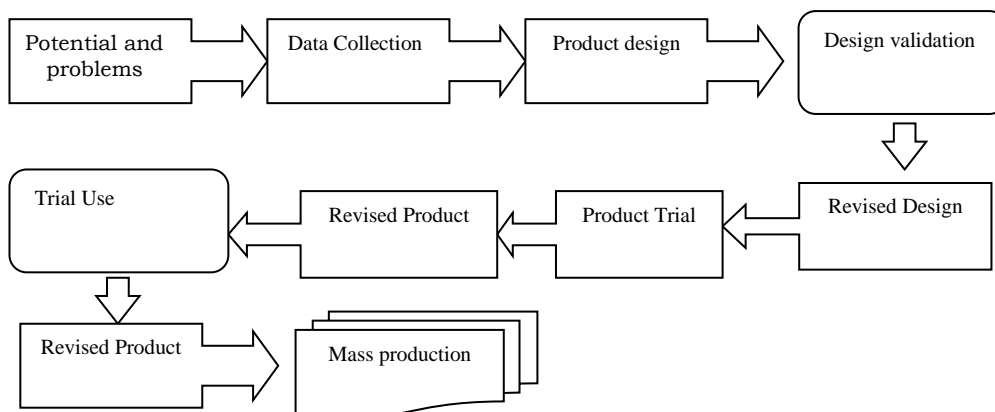


Figure 1. The Picture of steps of using the research method and development (Sugiyono, 2009: 298)

This research development is only reached the stage of the revised product, not to the use of trial and mass production because this study is only produce a plan without implementation. The

following are the steps in the development of research in this study to produce a product planning.

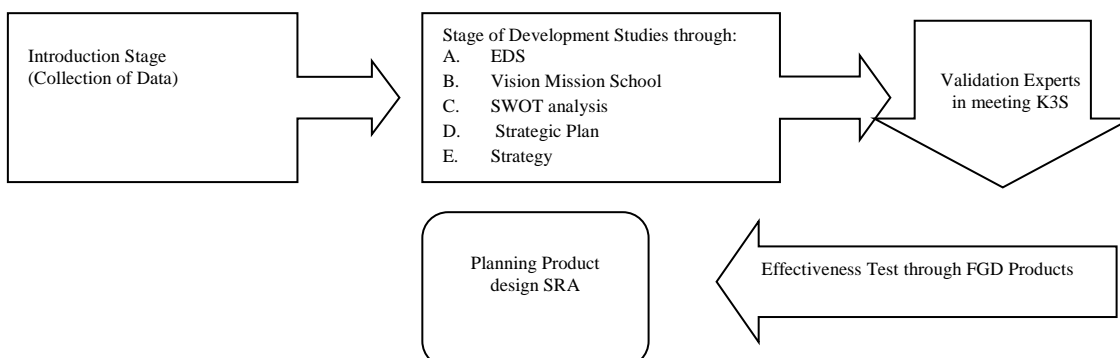


Figure 2. Stages of development research

Based on the picture above can be explained that the development in this study is limited to the revision of the results of testing the product does not arrive at the testing stage and the use of mass production, the reason was because products produced only up to a plan that is expected to be used as a recommendation for schools in implementing child-friendly schools in SD Negeri Gebugan 01 Bergas Subdistrict, Semarang Regency.

According to Lofland (1984) was quoted by Lexy J. Moleong (2008: 112), "the primary source of data in qualitative research is the words and actions, the rest is additional data such as documents and others. The source of the data used by researchers of doing this study include informants, documents and archives, places and events.

The data collection techniques in this study using interviews, questionnaires, and document analysis. The validity of the data in this study uses triangulation. The data analysis is done using the model of Miles and Huberman (Sugiyono, 2008: 337), namely (1) data reduction, (2) the presentation of the data, and (3) conclusion drawing or verification. From the three grooves activities are expected to make the data be meaningful.

Exposure Data and Discussion

The role of teachers in the planning of child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict.

SD Negeri Gebugan 01 is planning to be child-friendly schools. In realizing the school plan be child-friendly schools, the school actively communicate with the teachers. According Supiandi (2012: 20-24): states that in the technical manual implementation of child-friendly schools (CFS), educators and education personnel play an active role in the implementation of the SRA, the governments and regional governments need to encourage teachers and institutions as well as Professional Teacher Unions (SPPG) in order to participate actively in ensuring the availability of teachers and educators who have the ability to apply the CFS.

The role of teachers in a child-friendly school planning can be seen from the participation of teachers in determining the purpose of the school program. The purpose of the establishment of child-friendly schools in SD Negeri Gebugan 01 is so that students feel safe and comfortable when following the teaching and learning activities in the classroom. When students feel safe and comfortable, it is expected that they can explore their potential. Therefore, teachers as educators involved in school planning child-friendly activities.

After the purpose of the school programs formulated then continued by identifying and analyzing the data related to the problems. Principal, teachers and committees in SD Negeri Gebugan 01 identify the condition of the school.

Identification of the condition of the school is carried out by the School Self Evaluation (EDS) and SWOT analysis. EDS and SWOT analysis is carried out to know the condition of schools more deeply. From the result of EDS obtained the real conditions of school and from the SWOT analysis we know strengths, weaknesses, opportunities and threats faced by the school. And it will be done the analysis of such data.

The next stage is to compare the condition of the schools owned by the requirements that must be owned by the school to be a child-friendly school. To empower the potential of school children would have to program something that caused the child's potential to grow and develop. Consequences of creating a child-friendly school is not easy because in addition to the school should prepare adequate funds, schools must create an educational environment.

The school trying to find alternative funding for schools in the hope that the school can be a child-friendly school such as by digging through the activities of the Fund and digging Friday infaq from outside the school.

The final stage of the planning process is to arrange a plan of action. Plan activities that are organized by the SD Negeri Gebugan 01 contained in a child-friendly school plans that include 12 indicators, they are the location of schools, the child-friendly curriculum, the use of PAIKEM methods, serving the needs of children's learning, school conditions are appropriate for the child's condition, the presence of means of supporting education, school yard wide, green and friendly, the availability of learning resources, educators and education personnel in accordance with their fields, the transparent school management and an exact strategy. Plan activities in stacking together by a school development team and alumni truly have concern for the development of primary education in SD Negeri Gebugan 01.

The role of parents, students, the community and the Committee in planning the child-friendly school (CFS) in SD Negeri Gebugan 01, Bergas Subdistrict.

Parents of students and the communities around the school are also expected to participate actively in school activities. The aim is to keep parents and communities more aware of what's going on in the school environment. In an effort to create a child-friendly school in SD Negeri Gebugan 01, the school also seeks to involve parents, the community and the committee.

Educators besides performed by teachers, also performed by parents in the household and the community. Parents are the first and primary educators of the child as stated in Article 7 of Law No. 20 Year 2003 concerning National Education System, which reads: (1) Parents have the right to participate in choosing the education unit and obtain information about their children's educational development; (2) Parents of school age children, obliged to provide basic education to their children.

Parents of students who are members of the school committee is an independent institution in the school/madrasah play an important role in school-based management/madrasah. Parents/guardians, family, community, and business should work together to encourage children's participation in the planning, design, implementation, monitoring, and evaluation of the CFS in coordination between the school committee / madrasa.

Community participation as stipulated in Law No. 20 of 2003 Section 8 states: "Society has the right to participate in the planning, implementation, monitoring, and evaluation of educational programs", and Article 9 states: "The public obliged to give support in the implementation of educational resources". Increasing the effectiveness of public participation especially the business world should be governed by the district / city governments to support the implementation of the CFS.

SWOT analysis results obtained by researchers in the field shows that parents and the community around the school as well as play a role actively in the planning of child-friendly schools. Form of caring parents and the community around the school, among others, to create a harmonious relationship between the school community, parents and alumni also have a high concern on the progress of the school.

Form of participation of parents of students and the community against the school and the other is to create an inclusive and friendly environment for the child's learning at home. It is one of the aspects of the development of child-friendly school where the atmosphere of the home environment into a safe place for children to learn. Because of the existence of a secure environment for the child to become more concentrate in learning so that achievements earned will also be increasing.

Parents, students, the community and the Committee participated actively in the preparation of the planning participating of the school. The participation of parents, students, the community and the Committee, among others, caring parents and alumni in helping the development of the school, and participation of parents, the community and the Committee in making school work plan (RKS).

Generate a child-friendly school planning (CFS) that are participatory in SD Negeri Gebugan 01 Bergas Subdistrict

Planning is a series of activities sets out the things that will be working on the future based on facts and a mature thinking in order the desired goal achievement. Planning is also the guidelines and reference for implementing the activities, so that the activities can run according to the plans and goals which be appointed together.

As an effort to produce a participatory planning, researchers conducted a development study. The activity begins with the introduction study stage. In the the introduction study stage researchers conducted a literature review or

literature and conduct needs analysis relating to information about the child-friendly schools (CFS). The literature review includes the collection of data or information about the implementation of child-friendly schools (CFS) which includes as well the concept of management education.

At this stage of the preliminary studies researchers doing data collection about the condition of the SD Negeri Gebugan 01 in particular is used as a school requirement to be a child-friendly school. For example the school conditions there is no protective fencing so that when students are in the school environment less secure. Based on the preliminary results of the study, pointed out that the condition of the SD Negeri Gebugan 01 is not eligible to be a child-friendly school. It was seen from the condition of schools that do not have protective fencing school, clean water is very limited, students and teachers bathrooms are not standard, the school yard which is still the land and school canteen services are still not feasible.

Based on the preliminary results of the study data, followed by the development phase. In this phase, researchers conducted observations and interviews with teachers, employees and school Committee in SD Negeri Gebugan 01. The results of these observations and interviews as input materials to create a product that will be produced in this study. Researchers designed a lattice formulation of planning a child-friendly School (CFS) which is participatory. Plan Lattice made together with teachers and employees of the school committee, includes:

EDS

School Self-evaluation (EDS) is a process of internal evaluations involving stakeholders to look at the performance of the school based on the National Standard of Education (NSE) used as the base for preparing the RKS and RKAS in improving the quality of education in schools consistently and continuously, as well as an input for the planning of educational investment at the level of district / city (Sudrajat, 2012: 1).

EDS includes 8 standards, they are standard process, standard of competency graduates, educators and educational personnel standards, standards, facilities and infrastructure standards, management standards, financing and assessment standards. EDS is done through a questionnaire is given to the principal, teachers, school committee and the student. From the results it can be seen EDS SD Negeri Gebugan 01 is not worthy to be a child-friendly school.

Vision and Mission

The vision is a statement that is spoken or written today, which is the current management processes that reach out to the future. The mission is a statement about the things that should be achieved for the organization of interested parties in the future (Akdon, 2006: 94-97).

Based on the vision, mission and goals of the school, SD Negeri Gebugan 01 wants to be a school

that is able to improve the mastery of science and technology and to foster and develop an interest and talents for achievement. By becoming a child-friendly schools, SD Negeri Gebugan 01 is expected to easily reach the vision, mission and goals of the school.

SWOT analysis

SWOT analysis in education is used to evaluate the function of curriculum development, planning and evaluation functions, the function of workforce, financial functions, functions of teaching and learning, student service functions, the function of the academic climate development, involved relations with the public school functions and so on. So to achieve the level of preparedness of each function and these factor SWOT analysis was undertaken (Moe, 2002).

A SWOT analysis is carried out in SD Negeri 1 Gebugan to know the strengths, weaknesses, opportunities and challenges that are owned by the school. Based on the results of the SWOT analysis can be known that power belonging to the school in relation to CFS, among others, have websites that are easily accessible, relations between citizens of a conducive school, has a network of electricity, telephone and sufficient internet.

Based on the results of the SWOT analysis in SD Negeri Gebugan 01 it can be seen that the weaknesses of the school including teaching facilities and infrastructure is still inadequate, the school yard is narrow and not meet the standards, school security is still lacking, and the school does not yet have a permanent security fence.

In addition to strength and weakness, SWOT analysis is also performed to find out the opportunities and challenges facing the school. The opportunities include the development of science and technology and IMTAK, establish cooperation with relevant agencies, as well as having an established alumni and concerned with the school. While the threat faced by the schools includes technology demands continue to advance, there are four basic educational institutions around the school.

The results of SWOT analysis is carried out of the school as a reference for schools to make school programs such as child-friendly schools.

Strategic Planning

Strategic planning is an organization's process undertaken to determine the strategy or direction, and making decisions to allocate resources (including capital and human resources) to achieve this strategy.

Strategic plan owned by SD Negeri Gebugan 01 among other schools to minimize the weaknesses, improve and develop the strength of the school, capturing and utilizing the opportunities the school as much as possible, anticipating threat to the strength of the school, as well as establishing a good relationship to parents, committee, community, and stakeholders including students, to

take the child-friendly school planning strategy (CFS) which is participatory.

Strategies

The strategy is as a whole approach that is related to the implementation of the idea, planning, and execution of an activity within a certain time.

Based on the results of observation and interviews can be seen that the strategy which is owned SD Negeri Gebugan 01 including (a) attempt to compensate for the shortcomings of existing schools with strength, (b) improve and develop the strength of the school, (c) pressing weaknesses by using existing opportunities, (d) establish a network of schools with the development team to create action in anticipation of the possible emergence of a threat at the school, (e) unify perceptions, coordinate and establish good cooperation with a team of developers to arrange a school plan that participatory child-friendly schools that can be used as a guide for all schools in District Bergas. (f) Achieve the dream together with go hand in hand among the entire school community, parents, school committees, community, village government agencies, and all education stakeholders in the local environment in accordance with procedures and rules.

From the above data produces a child-friendly school planning draff, consisting of 12 indicators includes:

1. The layout of the school locations.
2. The presence of a child-friendly curriculum.
3. The use of PAIKEM method in study.
4. Learning serves the needs of learners individually and groups with patterns of caregiving.
5. Building the classrooms, a sturdy, secure, healthy, healthy classroom standards and free from pollution.
6. The availability of means of supporting child-friendly education.
7. School yard is large, shady and kid friendly.
8. Procurement of child-friendly infrastructure and facilities
9. Availability of reference books and adequate source book.
10. Educators and educational professionals who are competent in their field.
11. The management of a transparent and accountable school.
12. School strategy that is applied along the school development teams.

This study only up to following product revision without trial tested the effectiveness of the implementation and mass production because the resulting product is of planning without implementation and expected to be used as a recommendation for the school in implementing child-friendly schools in SD Negeri Gebugan 01 Bergas Subdistrict, Semarang Regency.

Summary

1. The role of teachers in the planning of child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict.

The teacher together with the principal and school Committee indentifying and analyze data through the school-owned EDS and SWOT analysis. The teacher together with schools looking for an alternative to solve the problem and ends with drafting plans for activities that are contained in the child-friendly school planning draft.

2. The role of parents, students, the community and the Committee in planning the child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict.

The participation of parents and communities in planning of child-friendly schools including by creating an inclusive and welcoming environment for children's learning at home. The parents concern and alumni in assisting the development of the school, and the participation of parents, the community and the committee in making the plan work (RKS)

3. Generate a participatory planning in creating a child-friendly school (CFS) in SD Negeri Gebugan 01 Bergas Subdistrict.

The activities carried out the school are to produces a plan begins with a preliminary study by doing a literature review and collecting school data. Then the data is used as inputs to make a product that is the lattice child-friendly school plans that include EDS, school vision, mission and goals, SWOT analysis, strategic planning and strategy. Then the data becomes a draft.

Suggestions

Principal

- a. Expected in drawing up the planning school programs conducted by involving all members of the school.
- b. Expected in collaboration with the school Committee and the Office of education to improve the condition of existing facilities and infrastructure in schools.

Teacher

- a. Expected to more actively participate in the activities in the school.
- b. Expected to use a method of learning more in price.

School Committee is expected to be more active in all existing activities at school, so his involvement is not just a fundraising only.

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