

Teachers' knowledge about child-friendly policies at high school and vocational school to improve student health in Boyolali

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Abstract

Background: Violence against children, which is defined as an act that causes physical injury, mental disorders, or sexual thoughts by individuals responsible for their welfare as per Law No. 35 of 2014, has a negative impact on the health and development of children. Teachers have a key role in the implementation of this policy because they are directly involved in the learning process and daily interactions with students. However, the extent of teachers' knowledge of Child-Friendly School / *Sekolah Ramah Anak* (SRA) policies and their implications in school practice still needs to be explored in depth.

Method: This study uses a qualitative approach with a case study design. The research was carried out on January 26, 2026 - February 4, 2026 at SMA 1, 2 and 3 Boyolali and SMK 1 Boyolali. Informants are selected in a purposive manner, consisting of subject teachers as the main informants and triangulation informants which include the Vice Principal for student affairs, Counseling Guidance teachers, and the chairman or members of the Child-Friendly School Team. Data collection was carried out through several techniques, namely semi-structured interviews.

Results: The results of the study identified five main themes, namely student psychological safety, structural dynamics and school culture, child-friendly learning and assessment practices, protection and complaint systems, and strengthening the culture of Child-Friendly Schools. Teachers generally understand SRA at a conceptual level, but their understanding of operational and sustainable policy aspects is still limited.

Conclusion: Teachers' knowledge of SRA policies in Boyolali is in the transition stage towards more systemic implementation. Strengthening teacher capacity, consistency of school policies, and collaborative support across stakeholders is necessary for SRA to thrive as a sustainable school culture.

Keywords: Child-Friendly Schools; Teacher Knowledge; Education Policy; Qualitative Studies; High School.

INTRODUCTION

Violence against children is an act that causes physical injury, mental disorders or sexual abuse, committed by individuals responsible for the welfare of the child and characterized by a negative impact on the health and well-being of the child. This violence also includes various forms of abuse, torture, or ill-treatment that violate the human rights of children (1).

According to data from the Ministry of Women's Empowerment and Child Protection (KemenPPPA) through SIMFONI-PPA, there will be 28,831 cases of child violence throughout 2024, with most of them

experienced by girls (24,999 cases). The impact of violence can lead to mental health problems such as anxiety, depression, and chronic stress. In addition, violence can also interfere with psychosocial development, lower self-confidence, and increase the risk of risky behaviors such as substance abuse and aggressive behavior (2). This not only violates the rights of children as stipulated in the law, but also hinders the optimal development of the young generation in the public health system (3).

Data in 2021 released by KPAI shows that there were 2,982 public complaints within the scope of special child protection. The

majority of these cases are divided into the six highest classifications, namely physical and psychological violence which reached 1,138 reports, followed by sexual crimes with 859 reports. The issue of pornography and digital crime was recorded as many as 345 cases, while the rest included neglect, exploitation, and children as legal actors with a significant cumulative number (31).

Child protection in Indonesia is rooted in Article 28B paragraph of the 1945 Constitution which affirms the right of children to protection from violence and discrimination (2). Specifically, Law Number 35 of 2014 concerning Child Protection is the main foundation that regulates the rights and protection of children from various forms of violence, including sexual violence. In addition, there are also derivative regulations and government regulations that support the implementation of child protection (4).

Child protection in the educational environment is increasingly receiving attention because cases of violence, bullying, and violations of children's rights that occur in schools are still often found, even though schools should be a safe space and support the growth and development of students. Forms of violence still arise due to weak positive culture and lack of understanding of educators regarding parenting approaches that respect children's rights, forms of violence in schools arise due to suboptimal policy implementation and lack of understanding of educators about child protection (5). Acts of violence against children at school can come from fellow students as well as from educators, so it is necessary to transform a safer, more inclusive, and violence-free learning environment as the foundation for providing quality education (32). The situation then encourages the implementation of more comprehensive policies, which leads to the development of the concept of Child-Friendly Schools as a strategic effort at the level of educational units.

The Government of Indonesia actively encourages the implementation of Child-Friendly Schools (SRAs) as a strategic effort to create a safe, inclusive, clean, and

violence-free educational environment, as schools should ideally be spaces that uphold children's rights and protection. SRA policies and educator training on children's rights contribute significantly to students' sense of security and comfort, while improving academic achievement and character (7).

The implementation of Child-Friendly Schools (SRAs) at the education unit level is highly dependent on teachers' understanding, attitudes, and behaviors because they are the spearhead of the implementation of the policy; Teachers not only act as teachers, but also as mentors and protectors of students in creating a safe and inclusive learning environment. Research at SMP Negeri 33 Surabaya shows that educators integrate social-emotional competencies into the curriculum, involve students in decision-making, and identify and handle cases of violence in order to build an effective SRA program (8). In addition, a study at SDN Bahagia 05 found that teachers play a strategic role in developing students' disciplinary character through the SRA approach, where teachers function not only as educators, but also as trainers, mentors, and advisors to ensure the creation of child-friendly schools (9).

The challenges of violence in secondary schools such as bullying, verbal, physical, and gender-based violence remain a reality that threatens the safety and well-being of students. Forms of verbal and physical violence still occur in schools, and its handling through mediation and counseling guidance is still ongoing (10).

Low teacher awareness of the principles of Child-Friendly Schools (SRA) can be an obstacle in the implementation of the program in the school environment. Teachers as the spearhead in the learning process and school management need to understand and implement the principles of SRA to the maximum in order to create a learning environment that is safe, comfortable, and supports children's rights (11). The low awareness of teachers also worsens the situation, because without adequate understanding and commitment from educators, anti-violence policies will be difficult to implement consistently.

Manipulation of teachers' strategies is important as shown in a study at SMA Hang Tuah 5 Sidoarjo, where teachers conducted anti-bullying socialization, giving social praise, reprimands, and a point system to control student behavior (12).

Based on previous research conducted by Siti Halimah in 2025 on 27 high schools/vocational schools in Boyolali, it was found that 15 teachers in schools (55.6%) have never received training on Child-Friendly Schools including SMA N 1 Nogosari, SMK N 1 Klego, SMK N 1 Kemusu, SMK N 1 Selo, SMA N 1 Teras, SMA N 1 Ngemplak, SMK N 1 Sambu, SMA N 1 Boyolali, SMA N 1 Klego, SMK N 1 Boyolali, SMA N 1 Cepogo, SMK N 1 Sawit, SMA N 1 Simo, SMA N 2 Boyolali, and SMA N 1 Andong, while 12 teachers in the school (44.4%) have participated in Child-Friendly School training including SMAN 1 Kemusu, SMAN 1 Wonosegoro, SMKN 1 Wonosegoro, SMAN 1 Ampel, SMAN 1 Karanggede, SMK N 1 Juwangi, SMA N 1 Banyudono, SMK N 1 Banyudono, SMA N 3 Boyolali, SMK N 1 Musuk, SMK N 1 Nogosari, and SMK N 1 Mojosongo.

Although the Child-Friendly School (SRA) policy has been socialized nationally, its implementation in various schools still shows significant gaps. Variations in implementation in the field can be seen from the difference in the level of understanding and application of SRA principles by educators. One of the main factors that causes these discrepancies is the lack of comprehensive training, information, and socialization to teachers, so they do not fully understand the indicators and procedures for implementing SRA optimally. As a result, well-formulated policies have not been fully internalized in educational practices in schools.

Based on previous research found that the implementation of SRA at the high school level has been carried out in several aspects, such as the development of a safe environment and participatory learning, but there are still weaknesses in the provision of supporting facilities and consistency of implementation (13). These findings are in

line with another research which revealed that the implementation of SRA at SMK Negeri 1 Bantaeng has not been optimal due to limited facilities, internal coordination, and uneven teachers' understanding of SRA indicators (14). Meanwhile, in the study that emphasizing the importance of the role of teachers in realizing SRA, where teachers' competence, attitudes, and sensitivity to children's needs are key factors in creating a safe, inclusive, and supportive school environment that supports student development (15). Overall, the three studies emphasized that the success of SRA is highly dependent on teacher capacity, availability of facilities, and consistency of policy implementation in the field.

However, there are still limitations in previous studies, such as the focus of the study that has not thoroughly described the level of knowledge of teachers, the lack of in-depth analysis related to factors that affect teachers' understanding, and the lack of research conducted in certain regional contexts such as Boyolali. This limitation then becomes a research gap and strengthens the urgency of further studies. Research on teachers' knowledge of the Child-Friendly School (SRA) policy in Boyolali is needed to map the actual conditions in the field, find out the extent of teachers' understanding of the policy, and identify aspects that still need to be strengthened in its implementation.

METHOD

The research method used in this study is a qualitative approach with a descriptive type of case study. The research was carried out on January 26, 2026 - February 4, 2026. This research was carried out at SMA 1 Boyolali, SMA 2 Boyolali, SMA 3 Boyolali and SMK 1 Boyolali. The object of this study is teachers' knowledge regarding the planning, implementation, and evaluation of Child-Friendly School policies in the school environment. The research subjects consist of the main informants are subject teachers and triangulation informants include the Vice Principal for student affairs, Counseling Guidance/counselor teachers, and the head or members of the Child-Friendly School

team. The determination of informants is carried out purposively with certain criteria.

Principal informants are selected based on experience of interacting directly with students for at least the past year, active involvement in the implementation of SRA values in learning, and willingness to share experiences in depth. Meanwhile, triangulation informants are selected based on their roles and responsibilities in the implementation of the program, such as the Vice Principal who is responsible for supervising the SRA program, BK teachers/counselors who have at least two years of experience in student psychological assistance, and SRA team leaders or members who are directly involved in activities related to the program. Data collection was carried out through several techniques, namely semi-structured interviews. The data processing process is carried out through the stages of data reduction, data presentation, and conclusion drawn. Data analysis was carried out using the Miles and Huberman interactive analysis model.

This research has received ethical approval from the Health Research Ethics Committee of the Faculty of Health Sciences (KEPK-FIK) with number No.1970/KEPK-FIK/II/2026 dated February 22, 2026, which guarantees to provide national ethical standards as stipulated in the National Health Research Ethics Guidelines of the Ministry of Health of the Republic of Indonesia.

RESULTS

The results of data analysis were obtained by 23 respondents with the demographic distribution of respondents showing Jabata, education level, age, and address (Table 1), then the distribution of respondents was also included in the field of teaching, length of teaching and role and involvement in SRA (Table 2). The results of thematic analysis of 23 respondents showed basic structures and policies, learning practices and school culture, operational barriers, assessment and continuous monitoring (Table 3).

Table 1. Respondent Demographic Data

No	Code Responders	Job Title/Duties	Education	Age	Address
SMA 1 Boyolali					
1	R1	Vice Student Affairs	S1	Not listed	Ketawon, Banyudono
2	R2	Teacher	S1	56 years old	Kartasura
3	R3	Teacher	S1	37 years old	Pulisen Boyolali
4	R4	Teacher	S1	47 years old	Banaran Boyolali
5	R5	Teacher	S1	30 years old	Magelang
6	R6	Teacher	S1	46 years old	Mojosongo Boyolali
SMA 2 Boyolali					
7	R7	Teacher	S2	44 years old	Tumang Cempogo Boyolali
8	R8	Teacher	S1	32 years old	Banyudono
9	R9	Teacher	S1	34 years old	Tamper Baru Musuk
10	R10	Teacher	S1	32 years old	Cempogo
11	R11	Teacher	S1	48 years old	Samadan
12	R12	Vice Student Affairs	S2	53 years old	Ampel
SMA 3 Boyolali					
13		Vice of facilities	S2	47 years old	Ngemplak Boyolali
14	R14	Teacher	S1	47 years old	Sragen
15	R15	Teacher	S1	29 years old	Sambi Boyolali

No	Code Responders	Job Title/Duties	Education	Age	Address
16	R16	Teacher	S1	27 years old	Karanggeneng Boyolali
17	R17	Teacher	S2	58 years old	Karanggeneng Boyolali
18	R18	Teacher	S1	53 years old	Boyolali
SMKN 1 Boyolali					
19	R19	Teacher	S1	Not listed	Anggorosari
20	R20	Teacher	S1	51 years old	Wonosari
21	R21	Teacher	S1	39 years old	Surakarta
22	R22	Teacher	S1	34 years old	Belakaan
23	R23	Vice Student Affairs	S1	42 years old	Gubuk Cempogo

The data included 23 respondents from 4 schools (SMA 1, SMA 2, SMA 3 Boyolali, and SMKN 1 Boyolali). Most of them are teachers (82.6%) and deputy principals/students/sapra (17.4%), with education being dominated by S1 (78.3%) and the rest by S2 (21.7%). Ages range from 27-58 years (average about 43 years), indicating a middle-aged productive age group. Addresses spread across Boyolali and its surroundings (such as Sragen, Magelang, Surakarta), indicate the mobility of local educators.

Table 2. Respondent Characteristics based on the field of teaching and role of SRA

No	Code	Long Teaching Time	Subject	Roles at SRA	Socialization	Training
SMA 1 Boyolali						
1	R1	Not listed	B. Indonesia	Members	Once	Once
2	R2	30 years old	Sejarah	None	Never	Never
3	R3	13 years old	B. Jerman	Members	Once	Never
4	R4	23 years old	Matematika	Members	Once	Never
5	R5	5 years old	Sejarah	Members	Once	Never
6	R6	21 years old	BK	Members	Never	Never
SMA 2 Boyolali						
7	R7	15 years old	BK	Koordinator	Once	Never
8	R8	8 years old	Bahasa Jawa	Members	Once	Never
9	R9	Not listed	PAI	None	Never	Never
10	R10	5 years old	Matematika	None	Never	Never
11	R11	Not listed	BK	None	Once	Never
12	R12	Not listed	IPA Biologi	Members	Once	Never
SMA 3 Boyolali						
13	R13	23 years old	Fisika	Members	Once	Never
14	R14	9 years old	Bahasa Jawa	Members	Once	Never
15	R15	2,5 years old	PPKN	Members	Once	Never
16	R16	3 years old	Geografi	Members	Once	Never
17	R17	30 years old	B. Indonesia	None	Once	Never
18	R18	27 years old	Sejarah	None	Once	Never
SMK 1 Boyolali						

No	Code	Long Teaching Time	Subject	Roles at SRA	Socialization	Training
19	R19	Not listed	PPKN	None	Never	Never
20	R20	9 years old	B. Jawa	None	Never	Never
21	R21	Not listed	BK	TPPKS	Once	Never
22	R22	10 years old	PAI	Members	Once	Never
23	R23	15 years old	Produktif PJKT	Koordinator	Once	Never

Table 2 shows the characteristics of 23 respondents from four schools in Boyolali, reflecting the variation in teaching experience of an average of 14 years. The role in SRA was dominated by members (48%), uninvolved (39%), coordinators (9%), and TPPKS (4%), while socialization participation was high at 78% (18 respondents ever), but training was very low at only 9% (2 respondents: R1 and R11). The pattern per school shows that SMA 1 and SMA 3 are the

most active in socialization (83-100%), while SMKN 1 is the lowest (40%), with long-term experienced teachers (>20 years) tending to be passive or not involved, while beginners (<5 years) are more proactive as members. The language and social fields stand out in socialization (100% ever), indicating the strength of awareness but a significant gap in the development of training capacity, which only structural positions experience.

Table 3. Results of Thematic Analysis of Respondents

A. Knowledge Indicators: Basic Structure and Policy		
Keywords found	School	Statement
SRA Perceptions and Teams	SMA 1 Boyolali	Child-friendly schools balance children's rights, making children feel comfortable. (R1, R6) statement of R1 <i>"If we translate the principle, the main thing is to balance this is children's rights, children's comfort, children's sense of security wherever they are. At school, yes at school. At home, in the community, so on. Safe, happy, on children's rights"</i> .
	SMA 2 Boyolali	1. Child-friendly schools make children feel safe and comfortable. (R7, R10, R11, R12) statement from R10 <i>"In my opinion, for SRA, if it is a school, this school is obliged to provide comfort and security for children. So school children here feel safe and comfortable."</i> 2. We form a team and draw up a work program. (R7, R12) statement from R7 <i>"First we form a team first, a team for this high school, then make a program, work program, then we hold an evaluation framework once a month for the implementation of the program, then we make an SOP agreement...."</i>
	SMA 3 Boyolali	The child-friendly school is the one that makes the school environment safe and comfortable (R13,R15,R16,R17,R18) statement from R16 <i>"SRA is an education unit that should ensure the fulfillment of children's rights while in school such as a safe, comfortable, inclusive environment, respecting the dignity of students free from violence and discrimination"</i>
	SMK 1 Boyolali	A child-friendly school is a school that provides a sense of security to children. (R19, R20, R21,R22) statement from R21 <i>"Child-friendly schools are how we create situations, conditions, and the basis for children to be safe for children to develop"</i> .
Conclusions	The majority of views affirm that a Child-Friendly School (SRA) is an educational unit that consistently creates a safe, comfortable, and inclusive environment for	

		every student. The main focus of this concept is to ensure the fulfillment of children's rights and protection from all forms of violence and discrimination, so that children can grow and develop optimally according to their dignity.
Adaptive SOP,	SMA 1 Boyolali	The planning stage by Formulating SOP Policies. (R1,R6) statement of R6 <i>"Then there is the team and the initial planning. Then at least there will be what the SOP policies will be like."</i>
	SMA 2 Boyolali	SOP in Child-Friendly Schools (SRA) function as an adaptive policy instrument. (R7,R11) statement from R7 <i>"The first is still the SOP, the SOP for each school is different, but it still refers to the core of the high school itself. This means that the SOP that will be enforced later does not violate children's human rights, so the focus remains on making the child comfortable at school."</i>
Conclusions		The preparation of SOPs in Child-Friendly Schools (SRA) starts from the planning stage and the formation of teams as the basis of school policies. Some views emphasize that this SOP functions as an adaptive policy instrument whose content can adjust to the unique conditions of each school, but it is still mandatory to refer to the main principle of SRA, which is to guarantee children's human rights and create a comfortable environment for students.
B. Knowledge Indicators: Learning Practices & School Culture		
Fun Learning, Anti-Bullying,	SMA1 Boyolali	1. A good learning process creates fun learning. (R1,R4) statement from R4 <i>"Then we create a comfortable, safe, fun learning school environment, so that children can feel comfortable at school ..."</i> 2. Child-friendly schools have no bullying. (R1,R2,R3,R4,R5,R6) statement from R3 <i>"I think everyone is comfortable, there is no bullying, then mutual respect is a child-friendly school in my opinion."</i>
	SMA 2 Boyolali	1. The child-friendly learning process makes the class feel comfortable and fun (R10,R11) statement from R11 <i>"The learning process should be carried out so that this child is comfortable. That's it. Yes, it makes the class fun."</i> 2. Child-friendly school is no bullying. (R7,R8,R9,R10,R11,R12) statement from R8 <i>"Child-friendly schools are related to, if the school is on the side of the students, the school is on the side of the students, so avoid bullying..."</i>
	SMA 3 Boyolali	A good learning process makes learning fun. (R13,R14,R15,16,R18) statement from R18 <i>"Fun learning, safe for children"</i>
	SMK 1 Boyolali	1. The Learning Process creates a fun learning atmosphere (R19,R20,R22,R23) statement from R23 <i>"Then create a fun learning climate. Not forcing on children..."</i> 2. Child-friendly schools have no bullying. (R19,R20,R21,R22,R23) statement from R21 <i>"For the school itself, the important thing is that we can take care of it, so there should be no bullying, both physical and psychological...."</i>
Conclusions		The majority of educational institutions understand the practice of SRA as an effort to create fun and bullying-free learning.
5S (Smile, Greeting, Polite, Greet, Courteous)	SMK 1 Boyolali	Teaching students with 5S culture. (R19,21,22) statement from R22 <i>"Student involvement is in, so we invite children's cooperation, for example in our 5S, starting from the student council administrators,...."</i>
Conclusions		In terms of strengthening character culture such as 5S, the specific emphasis on active student involvement in the program is only seen in some schools.
C. Knowledge Indicators: Operational Barriers		
Minimal Training	SMA 1 Boyolali	There is no specific training for child-friendly schools. (R2,R3,R4,R5,R6) statement from R4 <i>"If the training is not official yet, but we only follow socialization."</i>

	SMA 2 Boyolali	There is no specific training for child-friendly schools. (R7,R8,R9,R10,R11,R12) statement from R7 <i>"For the training we have never participated, we were only given socialization, but online, and that was also from the Education Office.."</i>
	SMA 3 Boyolali	There is no specific training for child-friendly schools. (R13,R14,R15,R16,R17,R18) statement from R13 <i>"If there is no training, but if there is training, it will definitely have an impact on teachers to understand the SRA program."</i>
	SMK 1 Boyolali	There is no specific training for child-friendly schools. (R19,R20,R21,R22,R23) statement from R22 <i>"we are just socializing so there is no special training related to"</i>
Conclusion		The majority of institutions have never received special training related to Child-Friendly Schools
Different Mindset	SMA 3 Boyolali	The gap in perception between teachers, students, and parents due to differences in character and insight is the main obstacle in alignment. (R14,R15,R16,R17,R18) statement from R16 <i>"The biggest obstacle is the different understanding in each teacher. The understanding of child-friendly schools is different."</i>
	SMK 1 Boyolali	Mindset is explicitly recognized as the biggest and most fundamental obstacle in the process of implementing Child-Friendly Schools. (R19. R20) statement from R20 <i>"Changing mindset."</i>
Conclusion		The majority of data shows that the biggest challenge in realizing a Child-Friendly School (SRA) does not only lie in operational technicalities, but also in the root of understanding (mindset).
D. Knowledge Indicators: Assessment & Continuous Monitoring		
Holistic Assessment	SMA 1 Boyolali	In school assessment, it does not only refer to numerical scores, but uses attitude values. (R1,R2,R3,R4,R5,R6) statement from R3 <i>"Use attitude assessment, there is an attitude assessment."</i>
	SMA 2 Boyolali	In school assessment, it does not only refer to numerical scores, but uses attitude values. (R7,R8,R9,R10,R11,R12) statement from R7 <i>"For the assessment process, there is such a thing as attitude assessment. The assessment of the attitude is given by the teacher directly, observing from the results of observation..."</i>
	SMA 3 Boyolali	In school assessment, it does not only refer to numerical scores, but uses attitude values. (R13,R14,R15,R16,R17,R18) statement from R16 <i>"Judging from the value of the student's attitude, it is mbk."</i>
	SMK 1 Boyolali	In school assessment, it does not only refer to numerical scores, but uses attitude values. (R19,R20,R21,R22,R23) statement from R23 <i>"Through attitude values and there is a plus value for those who get the championship"</i>
Conclusions		The assessment system across the schools studied has implemented a holistic approach by prioritizing aspects of attitudes and behaviors in addition to academic grades. Most teachers use direct observation to monitor children's character development continuously, in line with SRA values.
Monitoring	SMA 2 Boyolali	Follow up on reports according to incoming data. (R8,R9) Statement from R8 <i>"So that when there are such things, there are reports; we ask to follow up according to the report."</i>
	SMA 3 Boyolali	The school provides a learning application as a digital monitoring medium. Through this application, students can report problems. (R14,R15) statement from R15 <i>"At that school we have a learning application, Ms. So children can report problems there. Children can convey their achievements through the application."</i>
	SMK 1 Boyolali	Monitoring the success of SRA is monitored through a reduction in bullying cases and an increase in student achievement.

(R19,R22,R23) Statement from R23 " <i>Monitoring of the reduction of bullying cases and increasing the achievement of MBK students</i> ".	
Conclusions	The SRA monitoring system is carried out through a responsive approach to reports and the use of digital platforms. Some schools have identified reduced bullying rates and increased achievement as the main indicators of the success of monitoring the program.

DISCUSSION

In the latest regulation of the Ministry of Women's Empowerment and Child Protection, SRA is positioned as part of the implementation of services to fulfill children's rights in the education cluster, use of free time, and child-friendly cultural activities. The SRA guidelines affirm 6 components: SRA policies; child-friendly learning process; educators/education personnel trained in children's rights; infrastructure; children's participation; and the participation of parents, the community, the business world, stakeholders and alumni. The results of qualitative research conducted in 4 high schools in the Boyolali Region on teachers involved in the SRA program obtained 4 indicators, namely Basic Structure and Policies, Learning Practices and School Culture, Operational Obstacles, Assessment and Continuous Monitoring.

The implementation of Child-Friendly Schools (SRA) begins with formal steps through the formation of an SRA team, the preparation of work programs, and the creation of SOPs that are adaptive to school conditions. The results on this theme highlight that teachers' knowledge is shaped by organizations. Look at how schools translate SRAs into rules, role divisions, budget priorities, and work culture. The regulation of children's rights fulfillment services places SRA policies as a commitment of regions and educational units, with formal forms such as decrees and teams, as well as integration into school planning (16). At the implementation level, the concept of the stages of willingness, ability, and progress indicates that readiness needs to be built gradually through continuous mentoring and evaluation. Research Lekamge, et al (2025) It also confirms that complex interventions often result in inconsistent evidence when the

quality of implementation is low, therefore implementation monitoring and implementation support are key (17). The implication is that strengthening the structure is not just about forming a team on paper, but ensuring the function of the role by applying activities in the form of regular meetings, clear mandates, training, and evaluation mechanisms.

In the aspect of learning practice, the implementation focuses on transforming the classroom into an inclusive and humanist environment, where teachers play the role of companions who prioritize communication ethics and habituation of positive characters such as 5S. This theme shows that teachers' knowledge of SRA tends to start with student experience; whether students feel safe, valued, and empowered to learn. This is in line with the policy mandate that protection in educational units is not only a matter of physical safety, but also safe and comfortable conditions that support the dignity of children.

Within the framework of the SRA, psychological safety is understood as a prerequisite for child participation, where new students will dare to argue or complain when the risk of being humiliated is suppressed by the school culture (18). Research Podiya, et al (2025) shows that a positive school climate is associated with reduced stress/depression, increased self-esteem, as well as better academic outcomes (19). Bosacki, et al (2023) emphasized that the school climate is a psychosocial context that affects the emotional well-being of adolescents, especially because the high school/vocational school phase is a sensitive period to social acceptance and belonging (20). The practical implication is that teachers' knowledge of child-friendly terms needs to go beyond anti-violence slogans, where teachers need to understand that ridicule, humiliation, labeling

of delinquents, and humiliating judgments are forms of psychological security erosion that lead to withdrawal, underreporting, and escalation of problems. This can be operationalized through the obligation of service facilities as a support for psychological well-being.

Psychological service facility schemes in schools can help students be more open and moved to seek help by providing accessible, professional, and collaborative services. These facilities should include crisis counseling services capable of providing immediate intervention, as well as building a safe and comfortable environment for students to share their experiences and feelings (21). In addition, training for BK teachers and educators in bullying intervention and prevention techniques is also important so that they are able to recognize the signs of victims and encourage students to seek help. Strengthening the role of psychosocial support teams and implementing data- and gender-based approaches can increase the effectiveness of these services in encouraging students to open up and seek help (22).

Psychological service facilities in schools serve as a forum that supports students to be more open and feel safe in seeking help related to violence or bullying. These services can help students express their feelings and experiences more comfortably, as well as get appropriate guidance and interventions. The main functions of psychological services in schools include providing counseling, bullying prevention, and education about positive behavior and student character development (23). With this service, students feel supported and motivated to report the events they experience, so that they can prevent more serious psychological impacts and create a safe and conducive learning environment.

Although policies have been developed, there are significant operational obstacles, especially the lack of technical debriefing for teachers and the high workload due to the many other school programs. Research results Hikmat, et al (2024) shows that the

implementation of SRA can be hampered when the program is dominated by internal school parties and is not updated regularly, so that cases of violence continue to occur with changing patterns (24). Similar problems were also found in Surakarta, where the implementation of the child-friendly school model tended to be constrained by bureaucracy and technical problems in the evaluation mechanism (25). In the field, the obstacles are exacerbated by the secrecy of students who often do not tell their problems as well as differences in parenting backgrounds from home (R1, R7, R18). The difference in mindset between teachers and students is also a challenge in equalizing the perception of the SRA program consistently.

Indicators of assessment and continuous monitoring show a paradigm shift in evaluating the success of education in schools. Based on field findings, the evaluation of Child-Friendly Schools (SRAs) is no longer only oriented towards cognitive outcomes, but has shifted towards transparent and adaptive character assessments. The informant stated that "values are not just numbers" (R8, R9, R11) and "attitudes and ethics are also assessed" (R6, R19, R22), which signifies the application of holistic assessments that respect the dignity of children.

This is in line with the idea that teachers' knowledge of SRA is realized through pedagogy and assessment that does not compare students. Theoretically, the practice of formative assessment has proven to be of high relevance to SRA because it creates an emotional climate that supports academic performance without symbolic violence such as bullying or threats (26).

However, the monitoring system in schools still faces serious challenges, namely the "fear of reporting" or the fear of children to report when problems occur (R7, R10). This is exacerbated by inadequate physical facilities, such as the unavailability of complaint boxes at several points (R8, R9). In fact, national policy emphasizes that SRA is required to have a complaint mechanism as a core component, not just a complement. School unpreparedness in responding to the

disclosure of issues can risk causing re-traumatization for students (27).

As a future solution, schools are starting to adopt digital monitoring innovations and periodic surveys through applications to modify evaluations to be more effective (R7, R10, R12, R13, R14). The use of this digital channel is crucial to reduce the risk of student embarrassment when reporting, so that psychological safety as a prerequisite for children's participation can be fulfilled (18). Periodic monitoring or surveys can help in the early detection of mental health problems, so that interventions can be carried out earlier and more effectively. This allows for the identification of symptoms or signs of problems before they progress to more serious conditions, as well as aids in designing appropriate prevention and treatment programs (28).

Early detection of mental health problems is important because it can help identify symptoms quickly and accurately, so that intervention can be carried out before the condition worsens. Early detection allows for more effective treatment and prevents long-term complications, including more severe emotional and psychological disorders (29). According to Endriyani, et al (2022) states that early detection is an effort to find out mental health conditions, symptoms, and factors that affect them (30).

CONCLUSIONS

This study shows that the knowledge of high school and vocational school teachers in Boyolali regarding the Child-Friendly School (SRA) policy has generally been formed at the basic conceptual level, especially in interpreting SRA as a safe, comfortable, and free school from violence, especially bullying. This understanding is in line with the principle of protecting children's rights in the SRA policy in Indonesia. However, teachers' knowledge does not fully cover operational aspects of policy, such as children's participation in decision-making, safe and confidential complaint mechanisms, and recovery approaches for victims. These findings confirm that strengthening teacher capacity, consistency of school policies, and

collaborative support across stakeholders is necessary for SRA to develop as a sustainable school culture, not just an administrative program.

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