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Empowerment of The Madrasah in Fulfillment of Children's Rights to Education (CRE) Through Assistance Child-Friendly School in Madrasah and Raudhatul Athfal

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ABSTRAK. Kebijakan sekolah ramah anak (SRA) atau child-friendly schools (CFS) merupakan upaya pemerintah untuk memenuhi hak pendidikan bagi anak. Namun, kebijakan tersebut belum sepenuhnya diadopsi oleh madrasah and raudhatul athfal (RA). Artikel ini membahas tentang program apa saja yang dapat meningkatkan motivasi dan meningkatkan pemahaman tentang manajemen sekolah ramah anak di madrasah dan ra. Pengabdian masyarakat menggunakan pendekatan asset based community development (ABCD) mengacu pada John McKnight dan Jody Kretzmann (1993) dan teori pembelajaran sosial Bandura. Hasil pengabdian menunjukkan bahwa program sosialisasi CFS melalui web seminar telah meningkatkan pemahaman madrasah tentang konsep CFS dan memotivasi madrasah untuk mengadopsi CFS. Hasil penelitian juga menunjukkan bahwa sosialisasi program standar CFS dan pelatihan konvensi hak anak meningkatkan pemahaman madrasah dan RA dalam mengelola CFS. Pengabdian masyarakat merekomendasikan pengabdian masyarakat selanjutnya melibatkan komite madrasah dan masyarakat

Kata Kunci: Madrasah; Web Seminar; Motivasi; Manajemen; Child-friendly schools

ABSTRACT. The policy of child-friendly schools (CFS) is the government's effort to fulfill the right to education for children. However, this policy has not been fully adopted by the madrasah and Raudhatul Athfal (RA). This article discusses what programs can increase motivation and improve understanding of child-friendly school management in madrasah and RA. The community service uses the Asset Based Community Development (ABCD) approach refer to John McKnight and Jody Kretzmann (1993) and Bandura social learning theory. The results of the service show that the CFS socialization program through web seminar has increased the madrasah's understanding of the concept of CFS and motivated the madrasah to adopt CFS. The results also showed that the program socialization for CFS standards and training on children's rights conventions increased the understanding of madrasah and RA in managing CFS. The community service recommends the next community service involve the madrasah committees and community

Keyword : Madrasah; Web Seminars; Motivation; Management; Child-friendly school

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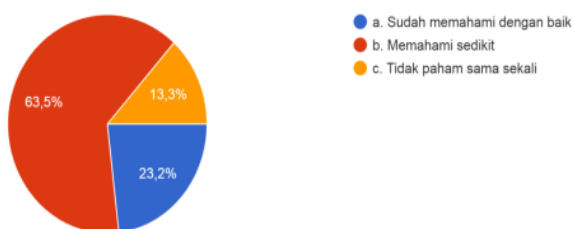
INTRODUCTION

Children are the assets of the state as the successor of the nation's struggle. Accordingly, the state must protect and guarantee the rights of children. State protection and guarantees are stated in the Regulation of the State Minister for Women's Empowerment and Child Protection (WECP) Number 11 of 2011 concerning the policy of developing Child-Friendly Districts/cities (CFD/C). This WECP Ministerial Regulation was followed by Ministerial Regulation No. 8 of 2014 concerning Child-Friendly School (CFS) policies. The issuance of this regulation is an indicator of supporting the CFD [1]. Specifically, the CFS policy is an effort to fulfill children's education rights in the form of protecting children while they are in school [2]. Training and mentoring like this have also been carried out in Kota Batu[3], Selaparang [4], Yogyakarta [5], Telaga Biru [6], Lamongan [7]. Implementing the ministerial regulation on the development of child-friendly districts/cities, the Pekanbaru City government issued mayoral regulation Number 33 of 2016 concerning Child-friendly City Policies whose scope includes development in the fields of civil rights and freedoms, health, and education. Mayor's Decree (MD) Number 273 of 2016 concerning the appointment of SFS education units [8]. There are 45 schools from primary to secondary education levels, 1 The State of Madrasah Ibtidaiyah (MI) and 1 The State of Madrasah Tsanawiyah (MTs) designated as child-friendly schools.

The mayor of Pekanbaru reissued the SFS rule number 362 in 2020 [9]. There are 53 Raudhatul Athfal (RA), 21 Madrasah Ibtidaiyyah (MI), 22 Madrasah Tsanawiyah (MTs), and 11 Madrasah Aliyah (MA) appointed to carry out CFS. Of the total 109 Madrasah that has been appointed as CFS, they are still at level 1 of the 6 components determining to go to CFS, and several Madrasah and Raudhatul Athfal that have not at all followed up on their appointment as CFS [10]. This indicates that CFS as an effort to fulfill children's education rights in Madrasah has been stagnant, in fact since 2016, they have been appointed as CFS by the mayor. On the other hand, there is one Madrasah Ibtidaiyyah (MI), namely, MI Uways Al-Qorni won the national level CFS in 2019 title from the Ministry of Women's Empowerment and Child Protection (Ministry of WECP) Republic of Indonesia. MI Uways Al-Qorni's prestigious achievements show that Madrasahs are able to implement SFS and compete at the national level.

The results of the pre-social service survey 2021 using the google form at the following link: <https://docs.google.com/forms/d/13aOFE4Gow5Dp0Xy2xwWZ-qklM2JLUf5BmNrzZxrpsk/edit?usp=sharing> found that the understanding of people who concern with the Madrasah of CFS concept was still low. This can be seen from a total of 285 people who concern with the Madrasah consisting of principals, teachers, and educators from every level of the Madrasah education unit, 23.2% understood CFS, 63.5% did not fully understand CFS, and 13.3% did not understand CFS.

2. Apakah Bapak / Ibu sudah memahami konsep Madrasah Ramah Anak?
285 jawaban



Picture 1.

The results of this survey indicate that CFS socialization is not optimal. This is in line with the research result conducted by Sutami, Setyawan, & Fithriana that one of the inhibiting factors for the implementation of CFS is inconsistent socialization. This makes the transformation of understanding and motivation to implement CFS to teachers and educators, not in line with our expectations. In addition to low understanding and motivation, CFS management skills both in schools and Madrasah have not been mastered well [11]. Based on the agreement with the fostered partners and stakeholders, motivational programs and increasing understanding of CFS management are activities they need. Therefore, this service aims to improve understanding of the concept of CFS, foster motivation to adopt CFS, and improve understanding of CFS management at the Madrasah education unit level so that the fulfillment of children's educational rights can be fulfilled. From these objectives, the formulation of service is as follows: What programs can to effort motivation for community of Madrasah and Raudhatul Athfal (RA) to adopt CFS as an effort to fulfill children's education rights?. How to improve the understanding of managing CFS at the Madrasah and Raudhatul Athfal (RA)?

CFS assistance in madrasah and RA needs to be carried out because the implementation of the child-friendly school program has great benefits for the comfort of children at school [12]. Children are treated humanely without violence, the growth of positive character, so that the impact on the quality of learning is good [13].

METHOD

This community service program uses the *Asset Based Community Development* (ABCD) approach which refers to John McKnight and Jody Kretzmann [14]. The ABCD approach is used because Madrasahs already have the basis and potential to implement CFS such as mayoral regulations regarding the appointment of CFS Madrasah, mayor's degree regarding CFS for several madrasah and raudhatul athfal and support from stakeholders, facilities, and infrastructure, though they are not fully complete. Unfortunately, Madrasah do not make the best use of this potential. Through this approach, madrasahs are encouraged to (a) actively participate in identifying the potential of Madrasah in adopting, planning, and implementing CFS; (b) encourage Madrasah and stakeholders as active users to adopt CFS; (c) encourage the strengthening of local potentials, such as madrasa committees, Working Groups for

Madrasah Principals (WGMP) and Subject Teacher Conference (STC), companies operated around Madrasah, community leaders; and (d) encourage the growth of program sustainability after the end of mentoring. In addition to the ABCD approach, community service also uses role models, especially in motivating Madrasah to carry out CFS because *role models* can be used as an example and can be imitated by others[15].

The ABCD approach is described in the mentoring strategy as follows: Program Preparation, At the preparatory stage, the following are carried out: (a) the Forum Group Discussion (FGD) of the mentoring team to formulate the design of mentoring, work guidelines, guidelines for communication and coordination with stakeholders, and guidelines for FGD with the target madrasahs; (b) build communication with stakeholders related to CFS problems and solutions to these problems. Communication is also built with one experienced madrasah in managing CFS at the national level because it will be used as a role model for other madrasah. Program implementation, The mentoring program is presented by stakeholders and Madrasah in FGD activities. The programs include (a) webinars on CFS; (b) socialization of CFS standardization; and (c) training on children's rights conventions. The program's achievement targets are (a) CFS socialization in both assisted and impacted Madrasah; (b) growth and development of motivation to implement CFS in assisted and impacted Madrasah (madrasah imbas); (c) socialization of CFS standardization in assisted and impacted Madrasah; and (d) growth and development of CFS managerial skills in assisted and impacted Madrasah. There are several parties involved in this service. These parties include stakeholders represented by the department of Women's Empowerment, Child Protection and Community Empowerment (WECPCE), Ministry of Religion of Pekanbaru, pilot madrasah, assisted Madrasah consisting of 2 MI and 1 RA who were selected based on their enthusiasm and desire to implement CFS and impacted Madrasah are Madrasah that are included in each mentoring program but do not become mentored Madrasah. The impacted Madrasah are determined by the Head of Madrasah of the Ministry of Religion. Program evaluation is carried out by (a) pre-test and post-test, (b) interviews, and (c) self-reflection. Continuation of the program is adjusted to the time and funding program, The results section is the presentation of the results of the preparation and implementation of the program. The results of the evaluation and follow-up of the program are presented in the discussion section.

The main subject of this community service are two Madrasah and one RA. However, in the child rights convention training, we involved 40 participants consisting of madrasa heads/RA and teachers. Additional participants in the socialization of the SRA which was carried out online were joined outside of the main participants, totaling 201 participants. The keynote speaker was from the Children's Rights Bahtera Bandung Foundation. Other speakers came from the Pekanbaru City Women's Empowerment and Child Protection Service, the Pekanbaru City Ministry of Religion and the Head of Madrasah MI Uways al-Qarni who has succeeded in bringing MI UQ to the national level in the field of CFS.

RESULT AND DISCUSSION

There are two activities at the program preparation stage, namely (a) the FGD of the mentoring team that formulates the design of mentoring and work guidelines, and (b) building communication with stakeholders regarding the program to be implemented. The FGD of the companion team produced guidelines and provisions for the servants in conducting assistance. Communication and coordination with stakeholders resulted in (a) assistance involving madrasahs that had received the national level CFS predicate as role models; (b) the Madrasah involved in the mentoring consist of mentored Madrasah and impacted Madrasah; (c) CFC socialization is carried out in accordance with the Standard Operational Procedure (SOP) for preventing the spread of COVID-19, namely online seminars (webinar). News of coordination can be accessed at the link[16].

The program implementation is divided into the socialization of CFS through webinars, offline socialization of CFS standardization in Madrasah, and training on children's rights conventions. The CFS webinar was a program raised by stakeholders. The socialization of the CFS instrument and training on children's rights conventions are programs that are raised by Madrasah through FGD. Socialization of CFS through Webinars, In accordance with the agreement between the service program team and stakeholders, the socialization of CFS was conducted through a webinar with the theme "Tips for Success in Realizing CFS in MI Education Units". Besides being considered effective in the COVID-19 pandemic, socialization through webinars can also affect other Madrasah that are not the target of assistance and institutions or individuals who are interested in CFS. The attendance list showed that there were 201 seminar participants consisting of representatives from madrasah education units, schools and universities, and individuals. To find out the level of understanding and motivation of the webinar participants towards CFS, at the time they registered, participants were asked to fill out several questions related to CFS and to get a certificate, participants were again requested to answer questions referred to CFS. The committee also assessed participants who were active in webinars. Active participants were invited to conduct FGD with the theme "Talking about Education" (TE) as a follow-up to the webinar program. The webinar news can be accessed at the following link: [\(1023\) Pengabdian Madrasah Ramah Anak - Youtube](#).



Figure 2: CFS Webinar Flyer

FGD with Assisted Madrasah, The follow-up of the webinar was FGD. The FGD was conducted with the Madrasah participating in the webinar who were considered enthusiastic about CFS. The madrasa consists of one Private Madrasah Ibtidaiyah (PMI), one State Madrasah Ibtidaiyah (SMI), and one Raudhatul Athfal (RA). These Madrasah are represented by the principals and two teachers. The FGD was held on Friday, (27/8/2021) at one of the MI assistants. The theme of the FGD was "Talk Education" (TE) discussing the preparation for the implementation of the CFS by 3 madrasahs participating in the FGD. The FGD concluded that the first preparation step that might be done to implement CFS in madrasah education units was socialization and training on CFS instruments and the convention on children's rights. The full news regarding the FGD can be read at the following link [17].



Figure 3: FGD CFS one of the assisted Madrasah

Socialization of Standardization of CFS in 2021, Based on the results of the FGD in one of the assisted Madrasah, the next mentoring program is the socialization of standardization of CFS in 2021. The aim is to increase the understanding of Madrasah in managing the CFS. The socialization was held on Wednesday (22/9/2021), opened by the Head of the Office of the Ministry of Religion, attended by the Head of Sub-Administration of the Ministry of Religion, Head of Educational Institutions, Head Section of Islamic Boarding Schools, The participants of the socialization were 3 assisted MI, 2 impacted madrasah, and two schools from the general education unit. The socialization began with remarks from the Head of Service Program Team of the Institute for Research and Community Service, State Islamic University of Riau, the Head of the Ministry of Religion, and the Head of Ministry of Women's Empowerment and Child Protection Pekanbaru City. The speakers for filling out the CFS instrument are the head of the madrasa who become the role model. News related to the socialization of CFS standardization in 2021 can be read at the following link [18]:

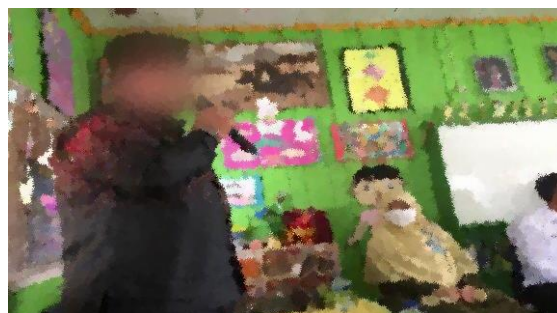


Figure 4: Briefing from The Head of the Ministry of Religion

Training on Convention of the Rights of the Child (CRC), The last activity to improve understanding of CFS management was training on the convention on children's rights. This activity was raised by Madrasah for the reason to declare CFS in Madrasah, in which Madrasah must have trained educators and teachers on children's rights. The theme of the training was "Empowerment of Madrasah in Fulfilling Children's Educational Rights (CER) through Assistance of Child-Friendly Education Units in Pekanbaru City". The training location was at the Ayola Hotel Pekanbaru, Monday, October 18, 2021, starting at 07.00-18.00 Indonesian Local Time. The keynote speaker was from the Children's Rights Bahtera Bandung Foundation. The number of participants was 20 heads of Madrasah/ RA and 20 participant of teachers. The event was opened by the Head of Ministry of Women's Empowerment and Child Protection Pekanbaru City. The training began with a pre-test and then continued with sensitivity material on children's rights and child protection, Cluster V convention on children's rights on family environment and alternative care and its relationship with international law/instruments, Cluster VI convention on children's rights on basic health and welfare and Cluster VII on education, Cluster VIII convention on children's rights on special protection and relationship with international law/instruments.



Figure 5: The Training of Convention on the Rights of the Child

The presentation of the evaluation results is focused on evaluating the implementation of the program which consists of a socialization program in the form of a webinar, a socialization program for CFS standards, and training for children's conventions.

Socialization of CFS through Webinars, The results of the evaluation showed that the webinar program was able to properly socialize the concept of CFS to webinar participants and was also able to motivate participants to adopt the concept of CFS in their respective Madrasah. This can be seen from the answers of 150 madrasah webinar participants on several question items given by the committee before and after attending the seminar. There are two questions asked before the webinar, namely: (a) do you understand the concept of CFS; (b) do you want your madrasa to adopt CFS? The two questions were repeated after the webinar by adding the item 'Do you think the speakers of the program are able to motivate you to adopt CFS in your madrasa? Details of the evaluation results are presented in tables 1 and 2 below.

Table 1
Responses before participants join the webinar

No	Item	F		%	
		Y	No	Y	No
1	Understand the concept of CFS	52	98	34,6	65
2	Desire for Madrasah to adopt CFS	47	103	31	68,6

Table 2
Responses after participants join webinar

No	Item	F		%	
		Y	No	Y	No
1	Understand the concept of CFS	115	35	76,6	20
2	Desire for Madrasah to adopt CFS	100	50	66,6	33
3	The Capability of Speakers motivates you to adopt CF	115	35	76.6	23

From tables 1 and 2, it can be seen that there was a change in the percentage of responses before and after the CFS webinar. Prior to the webinar, only 34.6% of the 150 participants responded that they understood the concept of CFS, and 31% of the 150 participants wished to adopt CFS. After the webinar, there was a significant change where 76.6% of participants responded that they understood the concept of CFS and 66.6% of Madrasah wanted to adopt CFS. Then the results also showed that the speakers of the program were the factor that causes changes in participants' motivation to adopt CFS which was initially low (23%) to be high (76.6%). The evaluation results through chat rooms also showed that participants felt the benefits of webinar activities because the webinar had opened their horizons about CFS. The results of the evaluation through the chat room are presented as follows:

“As the head of the madrasah, I am happy with this webinar and it has opened my horizons about CFS. I already knew about the CFS before attending this webinar, but it was not as complete as what the speakers explained. The efforts made by the speakers to adopt the CFS in our madrasah really motivates me as the head of the madrasah. I have no doubts about adopting CFS in my madrasa” (KA, assisted of Head of Madrasah)

“Although I couldn't participate fully due to network problems, I feel happy because this activity is really useful and opened my horizons regarding CFS, salute to the speakers, very inspiring and our madrasa is ready to adopt CFS” (MH, head of assisted madrasah)

“Bravo to the committee, this is an amazing webinar, I hope this kind of activity will be continuously conducted. What the speakers did for our madrasa really inspired us. I feel that my knowledge of CFS has increased and I hope that my madrasah will implement CFS” (ML, Head of assisted madrasa)

Socialization of CFS Standardization, Evaluation of the achievements of the socialization on the CFS standardization program by filling out the form of the 2021 CFS instrument was carried out through interviews with randomly selected participants at the time they took the certificate. The results of the interviews showed that the participants felt very helpful in technical matters of the CFS that they did not understand because they directly received answers from competent sources in their fields. They feel that their knowledge of CFS management has increased. This can be seen from the following interview excerpts:

“I think the socialization of the CFS instrument has made me understand more about how to manage CFS. I know what I have to prepare if our madrasa adopts CFS in the learning process” (HS, assisted Head of Madrasa)

"...Alhamdulillah, with this socialization, I understand the technical management of CFS better, so that it is clearer what I have to prepare for my madrasa to go to CFS" (KA, assisted Head of Madrasa)

"Firstly, there were some things that I did not understand about the management of the CFS, but with this socialization, it was answered because I was able to directly ask the expert speakers directly" (MH, assisted Head of District)

"Initially, I understood CFS in theory, but how to manage it, I was confused. Alhamdulillah, by participating in the instrument filling activity, I am enlightened, I understand the technical implementation of this, thanks to the committee" (AA, Staf of Impacted Madrasah).

Training on Child Rights Convention, Evaluation of children's rights convention training was carried out through self-reflection of madrasah participants using the participant's What Apps Group. The results of the evaluation also show that the convention training on children's rights improves the understanding of assisted and impacted Madrasah on the management of CFS. The participants' self-reflection quotes are as follows:

[20.57, 19/10/2021] We would like to thank the organizing team of State Islamic University Suska Riau, Ministry of Religion of Pekanbaru City, all committees, and speakers, who have guided and provided useful knowledge and activities in the training of children's rights conventions for development Madrasah towards child-friendly and environmentally friendly Madrasah. The knowledge that has been given is very helpful for us in understanding the management of children's rights in Madrasah. Hopefully, our madrasa is able to provide fulfillment of rights and special protection for children so that children are happy, teachers are calm, and parents are happy, hopefully, our madrasa will become CFS, Amen (KA, Headmaster of assisted madrasah)

[09.32, 19/10/2021] We are very happy with the training on the Convention on the Rights of the Child (CFS), a lot of knowledge we can develop and implement in educating children in Madrasah. We understand how to manage children's rights according to Islam. Hopefully, in the future, this kind of training will again be held for teachers in Madrasah with the purpose that in educating children they can be gentle like the teachings of the Prophet. Thank you to the great speakers, committee, State Islamic University, and the Ministry of Religion, as well as MI UQ who have given us the opportunity to take part in this training ☺☺ (MH, Headmaster of Assisted Madrasah)

[10.03, 19/10/2021] We thank you for this training activity, we have gained a lot of knowledge, especially in educating our children in Madrasah, educating sincerely, with love, and patience, according to the teachings of the Prophet. Hopefully, with this training activity, we can turn our madrasa into CFS with the purpose that it becomes a great madrasa with dignity. Thank you to the speakers for the knowledge, the implementing committee, the big family of State Islamic University SUSKA, the Ministry of Religion of Pekanbaru city, and MI UQ as our motivator and encouragement, and hopefully, this training will be available to continue in the future. We were greatly helped especially in increasing our understanding of managing CFS. Peace be upon you (MI, Assistant Chief of Assisted Madrasah).

The self-reflection written by the participants showed the satisfaction they felt with the implementation of the training. They expressed their satisfaction in the form of thanks, both to the organizers and to the speakers and motivator Madrasah who accompanied them from the initial activities to the Child's Rights Convention (CCR) training activities. They also revealed that there was an increase in the knowledge they felt related to educating children without neglecting their rights.

There are two problem formulations that are answered and obtained from this social service. First, what programs can be done to foster motivation to implement CFS in madrasah and Raudhatul Athfal? Second, how to improve our understanding of managing CFS based on madrasa and Raudhatul Athfal? The results of the question of the program indicate that CFS socialization through webinars using *role models* as speakers and motivators can motivate them to adopt CFS in madrasa and RA. The results of the pre-test and post-test showed that there was an adjustment in thinking before and after joining the CFS webinar, and the results of the chat room revealed that the CFS webinar was a beneficial program for participants. The results also demonstrate that the use of role models in the webinar has expanded the motivation of participants to adopt CFS in their respective Madrasah and RA. The use of role models refers to social learning theory [19]. This theory argues that the learning process in individuals can occur because of observations made by individuals on other people and their environment. In other words, the individual will perform the same thing as what he sees from other people. In the context of the CFS webinar, to generate motivation, participants were encouraged to listen and observe the journey of the speakers of the program to adopt CFS to become the best CFS madrasa and RA at the national level.

Morgenroth et al explained that there are three functions of *role models* in influencing individual motivation and goals [20]. First, is the behavioral model where the behavior or skills of the model become an example for others to behave or have skills like the model. Second, the representation of a possibility (representing the possible), namely the model shows that a target can be achieved by learning (*vicarious learning*). Third, being inspirational, where role models play a role in creating new desires to do something. Based on the opinion of Morgenroth et al, the behavioral model is shown by the MI model through the slides displayed and the discussions that he developed [20]. Representing the possible is shown through the success of the model to become the best CFS madrasa at the national level. The behavioral model and representation of the possible shown by the model have been an inspiration for the participants of the webinar, who expressed their desire to adopt CFS at the program evaluation stage. Thus, the model that has been determined by the service program has been able to motivate participants to adopt CFS.

Furthermore, the evaluation put through the CFS standard socialization program and the child rights convention training displayed that these two programs had improved the understanding of CFS management for assisted participants and affected participants. Standards are a collection of beliefs and principles about what should be respected, even further [21]. States that the standard is a collection of beliefs and principles about what should be respected. Accordingly, it can be said that the standard of education is what is valued in the education system. Efforts to standardize education are included in education reform efforts around the world [22]. In the context of CFS, standardization is one strategy that makes it easier for stakeholders to measure progress on children's rights in education [22] with the intention that the standardized component is CFS management, such as the preparation of work plans, formation of CFS teams, management system development, assessment, corrective action, and external evaluation [2]. Therefore, understanding CFS standards will affect understanding CFS management. On the other hand, the CRC is an international agreement ratified by the Indonesian government through Presidential Decree No. 36 of 1990 [23]. The principles of CRC were adopted in the CFS so that it became the third component of the CFS, namely educators and trained education personnel on child rights and CFS [2]. Educators and trained education personnel in children's rights will be achieved through CRC

training. Suharyanto EF, Nurcholis I, and Santriane found that teachers had a better conceptual understanding of the conventions of children's rights after attending CFS implementation modeling training so that they were able to imagine designing CFS programs in their respective schools [4]. Thus, CFS assistance through Child Rights Convention (CRC) training is a program needed by Madrasah because it increases the madrasa's understanding of children's rights.

CONCLUSION

This community service program aims to increase understanding of the CFS concept, foster motivation to implement CFS and improve understanding of managing CFS at the madrasah and Raudhatul Athfal. The results of the program service show an increase in understanding of the concept and management of CFS. The results of the service also show the growing motivation to implement CFS at the madrasah education unit level. Increased understanding of CFS and motivation to adopt CFS can be seen from the results of the pre-test and post-test results in the CFS socialization program through webinars by using *role models*. Increased understanding of management can be seen from the results of the evaluation of the socialization of CFS standards and training on the convention on children's rights. This result is still premature to be used as a conclusion on the success of implementing CFS in Madrasah as a result of the program and measurement of the achievement of this service are mostly at the cognitive level of assisted participants and have not focused on the behavioral level or assisted action. This is due to limited time and the program funds. For this reason, the service recommends the relevant agencies follow up on this assistance in the form of assisted action that creates child-friendly Madrasah, at least doing it in the form of a CFS declaration at all levels of the madrasa education unit. The program service also recommends that further assistance activities involve madrasa committees, community leaders, and companies operating around the madrasa. because the elements mentioned can contribute to the achievement of CFS. Furthermore, this service has not fully reached the continuation of the assisted program. For this reason, it is also hoped that further community service programs will expand assistance to the continuation of the program.

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