

ABSTRAK

ANALISIS SATUAN PENDIDIKAN RAMAH ANAK DI SEKOLAH DASAR

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Permasalahan dalam penelitian ini berangkat dari belum optimalnya penerapan prinsip-prinsip Satuan Pendidikan Ramah Anak di SDN S, seperti kurangnya pemahaman tenaga pendidik terhadap teknologi, keterbatasan fasilitas sekolah, serta rendahnya kepedulian dan sopan santun peserta didik. Penelitian ini bertujuan untuk mendeskripsikan manajemen layanan, tenaga layanan, fasilitas layanan, dan produk layanan. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif dengan desain studi kasus. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi yang. Hasil penelitian menunjukkan bahwa sekolah telah berupaya menerapkan prinsip-prinsip ramah anak melalui kebijakan dan program yang melibatkan seluruh warga sekolah. 1)Manajemen layanan sudah berjalan secara partisipatif, 2)Tenaga layanan telah berperan sebagai fasilitator belajar, 3)Fasilitas sebagian besar memadai meskipun masih ada yang perlu ditingkatkan, dan 4)Produk layanan menunjukkan adanya upaya menciptakan suasana belajar yang aman, nyaman, dan mendukung perkembangan peserta didik secara holistik.

Kata Kunci: fasilitas layanan, manajemen layanan, produk layanan, tenaga layanan, satuan pendidikan ramah anak

ABSTRACT

ANALYSIS OF CHILD-FRIENDLY EDUCATIONAL UNITS IN ELEMENTARY SCHOOLS

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The problems in this study came from the less-than-optimal implementation of the principles of Child-Friendly Education Units at SDN S, such as the lack of understanding of educators regarding technology, limited school facilities, and low concern and politeness of students. This study aimed to describe service management, service personnel, service facilities, and service products. The research method used was a descriptive qualitative approach with a case study design. Data collection techniques were carried out through interviews, observations, and documentation studies. The results of the study showed that the school made efforts to implement child-friendly principles through policies and programs that involved the entire school community. 1) Service management was carried out in a participatory manner, 2) Service personnel acted as learning facilitators, 3) Facilities were mostly adequate although there were still some that needed to be improved, and 4) Service products showed efforts to create a safe, comfortable learning atmosphere that supported the holistic development of students.

Keywords: service facilities, service management, service products, service personnel, child-friendly education units