

Promoting Student Well-Being Through the SRA (*Sekolah Ramah Anak*) Program: Case Study In High School Level

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ABSTRACT

The SRA (Sekolah Ramah Anak- Child-Friendly School) Program has been implemented in Indonesia for more than a decade as a national child protection-based education program in Indonesia. This study aims to examine how the SRA program is implemented in supporting students' well-being. Used qualitative methods, data were collected from several high schools that have officially met the SRA standards through in-depth interviews, observations, and document analysis. The participants included school principals, teachers, and students who were directly involved in the implementation of the SRA program. The findings suggest that the implementation of the SRA program in SRA-standardized schools is shaped by everyday practices that emphasize awareness, trust, and teacher role modeling. Student awareness is developed through the application of positive discipline and the involvement of students in community-based activities and social projects, which encourage responsibility and empathy. Trust among school members is fostered by creating safe spaces for students, establishing whistleblowing systems for case reporting, and applying humane and non-punitive approaches in handling student-related issues without public shaming. Furthermore, teachers are perceived as central figures in SRA implementation by maintaining close relationships with students, demonstrating discipline, and modeling positive norms and behaviors in daily school life. These practices collectively contribute to the creation of a supportive school climate that enables students to feel safe, respected, and emotionally comfortable, thereby supporting student well-being within the SRA program.

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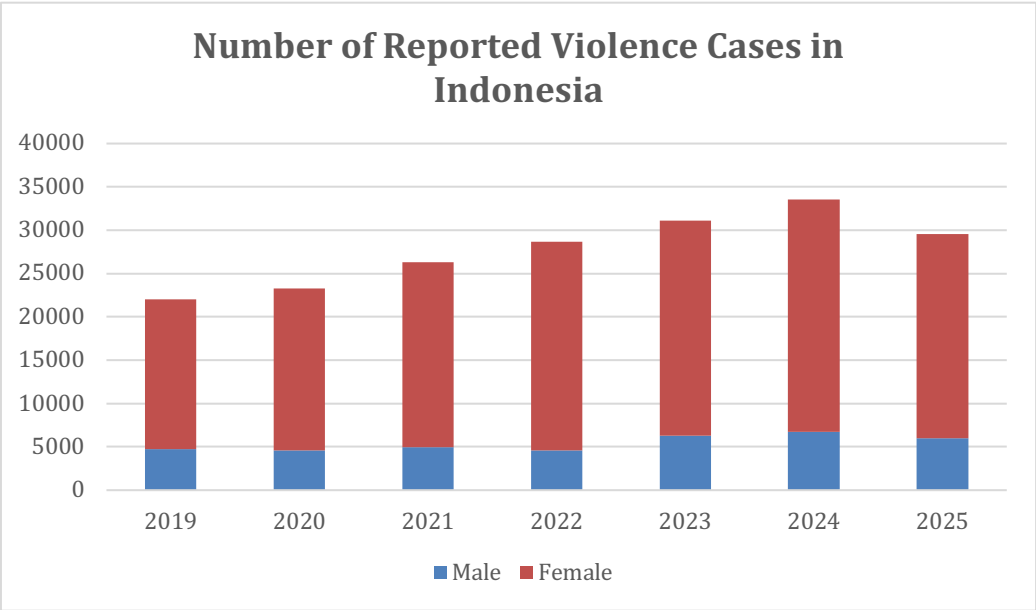
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1. INTRODUCTION

Reported cases of violence in Indonesia have shown a consistent upward trend over recent years. As presented in Table 1, the number of violence cases has increased steadily from 2019 to 2024 (KemenPPPA, 2025). Data from KemenPPPA further indicate that most acts of violence are perpetrated by individuals within close relationships, particularly dating partners, friends, and spouses (KemenPPPA, 2025). This finding suggests that those who are expected to provide protection may instead pose a significant risk of becoming perpetrators. In 2025, senior high school students remained the most frequently affected victim group, accounting for 8,746 out of 29,536 reported cases nationwide (KemenPPPA, 2025). Globally, one in seven 10-19-year-olds experiences a mental disorder, accounting for 15% of the global burden of disease in this age group (WHO, 2025). Bullying remains one of the most pressing and persistent issues in educational settings, often leading to serious psychological and social consequences for students (Varas, et all, 2025). The vulnerability of adolescents to various forms of violence, including bullying, has prompted the Indonesian government to implement strategic measures aimed at ensuring student well-being in schools. Schools are expected to function as safe environments for adolescent development, given that students spend a substantial portion of their daily lives within the school setting.

Table 1. Trends in Violence Cases in Indonesia (2019–2025)



Source: KemenPPPA, 2025

Student well-being has increasingly been recognized as a crucial indicator of educational quality, particularly at the secondary education level. The OECD defines student well-being as the quality of life and standard of living of an individual, which is a multidimensional construct encompassing objective and material components as well as subjective and psychological aspects (OECD, 2023). Well-being has a significant impact on academic achievement, which serves as a foundation for future prosperity (Cárdenas et al., 2022). According to Hossain (2023), student well-being comprises eight key domains: positive emotions, the absence of negative emotions, relationships, engagement, achievement, sense of purpose at school, intrapersonal or internal factors, and contextual or external factors. Together, these dimensions highlight the central role of schools in fostering not only academic success but also the holistic well-being of students.

A number of studies have examined the factors influencing student well-being in school settings. Academic achievement has been shown to positively affect key dimensions of student well-being among secondary school students, including positive attitudes toward school, enjoyment of learning, and a positive academic self-concept (Morinaj, 2022). However, student well-being is not solely determined by individual characteristics; it is also strongly shaped by social contexts and learning

environments. Teachers and classroom environments play a significant role in fostering student well-being (Wentzel, 2024). Elements such as school climate, interpersonal relationships, and daily school practices contribute substantially to the development of student well-being, as children and adolescents spend a considerable amount of their time at school, making their well-being highly dependent on this socialization context (Kleinkorres, 2023). Consequently, promoting student well-being cannot rely exclusively on formal curricula. It also requires positive teacher–student relationships, non-stigmatizing and restorative approaches to case handling, and a strong sense of safety that emerges from mutual trust among all members of the school community.

In response to the need for safe and supportive school environments, the Indonesian government, through the Ministry of Women’s Empowerment and Child Protection (KemenPPPA) and the Ministry of Education, Culture, Research, and Technology (Kemendikbud), has introduced the SRA (Sekolah Ramah Anak/ Child-Friendly School) policy and program. The SRA initiative is legally reinforced by the Regulation of the Minister of Women’s Empowerment and Child Protection Number 8 of 2014. The primary objective of the SRA program is to create schools that are safe, inclusive, and respectful of children’s rights. Importantly, SRA is not merely an administrative policy; it requires a transformation of school culture toward more positive values and the consistent implementation of child-centered principles in everyday school practices.

The implementation of SRA policy varies across schools, as it is adapted to local conditions and available resources. Factors such as curriculum alignment, teachers’ competencies and pedagogical mastery, as well as adequate school facilities and infrastructure, are essential in supporting effective SRA implementation (Saidi et al., 2024). In addition, clear communication, positive teacher attitudes, flexible bureaucratic procedures, and strong inter-organizational relationships have been identified as critical elements contributing to the successful realization of SRA in schools (Malik, 2025). Some schools further integrate the SRA framework with other existing programs, such as Adiwiyata and School Health Units (UKS), to strengthen its implementation. Given these diverse contexts and practices, it is important to examine how SRA values are brought to life and enacted in everyday school life.

Previous studies on SRA implementation in Indonesia have largely focused on normative analyses or have been conducted in specific school settings. However, empirical research that explores the intersection between SRA practices and student well-being at the senior high school level remains limited. Addressing this gap, the present study aims to explore how the SRA program is implemented to support student well-being in senior high schools. This study is expected to provide contextual insights into how the SRA program can be more effectively developed to promote student well-being. Furthermore, the research maps key patterns and critical points that need to be considered in strengthening SRA implementation, thereby offering practical references and potential policy briefs for the development of Child-Friendly School programs.

2. METHODS

This study employed a qualitative research approach, in which the phenomena were examined in their natural settings. The researcher acted as the key instrument and was directly involved in data collection throughout the research process. The study involved senior high schools that had implemented the SRA program and had received official SRA certification from the Ministry of Women’s Empowerment and Child Protection (KemenPPPA). Data were collected through observations, in-depth interviews, and document analysis. Observations were conducted by systematically observing, recording, and documenting the activities of school community members in everyday school contexts. In-depth interviews were carried out with the SRA program coordinators, vice principals for student affairs, teachers, and students. Document analysis included scientific articles, news reports, SRA implementation guidelines, school policy and program documents, program implementation reports, and documentation of SRA-related activities.

Data analysis in this study adopted Creswell’s analytical framework, which consists of five sequential steps: (a) organizing and preparing the data for analysis, (b) reading and gaining a general sense of the overall data, (c) coding the data, (d) developing descriptions and themes that are then

organized into a broader analytical framework, and (e) representing the descriptions and themes in the research findings (Creswell & Creswell, 2017). To ensure data trustworthiness, source triangulation and technique triangulation were applied. Source triangulation was conducted by examining evidence derived from different data sources (Sugiyono, 2017) and using these sources to construct coherent thematic justifications (Creswell & Creswell, 2017). Technique triangulation, meanwhile, was carried out by comparing data obtained through different data collection methods.

3. FINDINGS AND DISCUSSION

The SRA (Sekolah Ramah Anak/ Child-Friendly School) program is conceptualized as a holistic approach to education that prioritizes the protection, participation, and well-being of children within the school environment. SRA emphasizes the creation of schools that are safe from violence, discrimination, and intimidation, while also fostering inclusivity, respect, and child participation in school life. In this framework, schools are not only responsible for academic instruction but also for ensuring that students' physical, emotional, and psychological needs are adequately addressed. Consequently, SRA positions the school as a critical space for nurturing children's rights and supporting their overall development through policies, practices, and interpersonal relationships.

In its implementation, the SRA program is expected to be embedded within everyday school life rather than functioning as a separate or symbolic initiative. This means that child-friendly principles should be reflected in daily interactions, classroom management, school rules, and responses to student behavior. The effectiveness of SRA is therefore closely linked to how school members interpret and enact its values in routine practices. A school may hold SRA certification; however, the extent to which it becomes genuinely child-friendly depends on how consistently values such as respect, safety, and participation are practiced by teachers, administrators, and students in daily school activities. This highlights the importance of examining SRA implementation beyond formal compliance and focusing instead on lived experiences within the school community.

Moreover, SRA requires a cultural transformation within schools, where child protection and well-being are understood as shared responsibilities. Teachers, school leaders, and other staff play a crucial role in shaping this culture by modeling respectful behavior, ensuring fair treatment, and creating spaces where students feel heard and valued. The success of SRA is therefore strongly influenced by relational aspects, including trust between students and teachers, openness in communication, and the presence of supportive mechanisms for addressing student concerns. These elements contribute to the development of a school climate that aligns with child-friendly principles and supports students' sense of belonging and security.

Building on this conceptual understanding of SRA, the findings of this study demonstrate that the implementation of the SRA program in SRA-standardized senior high schools is primarily shaped by everyday practices that emphasize awareness, trust, and teacher role modeling. Student awareness is developed through positive discipline and participation in community-based and social activities, which encourage responsibility and empathy. Trust is fostered by providing safe spaces, establishing whistleblowing systems, and applying humane, non-punitive approaches to case handling without public shaming. At the same time, teachers emerge as central figures in translating SRA values into practice through close relationships with students and consistent modeling of positive norms. Collectively, these practices contribute to a supportive school climate that enables students to feel safe, respected, and emotionally comfortable, thereby strengthening student well-being as a core outcome of the SRA program.

3.1. Building Student Awareness

Building student awareness emerges as a fundamental strategy in the implementation of the SRA program. In the schools studied, student awareness is developed through the application of positive discipline and by involving students in community-based activities and social projects that encourage responsibility and empathy. At the senior high school level, treating students as passive recipients of rules or as "blank slates" is no longer effective. High school students possess the cognitive ability to

reason, reflect, and critically evaluate situations; therefore, fostering awareness becomes essential to guide students to act in accordance with shared norms and values rather than mere compliance.

Within this context, the role of teachers also undergoes a significant shift. Teachers can no longer position themselves as the sole authority or as individuals who always know best when interacting with senior high school students. Instead, teachers are required to build trust and provide positive role modeling in order to effectively accompany students in their learning and personal development. As the adolescent pushes for autonomy, the wise adult relinquishes control in those areas where the adolescent can make reasonable decision, but continues to guide the adolescent to make reasonable decisions in areas where the adolescent's knowledge is more limited (Santrock, 2019). Through respectful dialogue and consistent examples of good conduct, teachers help students internalize values rather than simply follow instructions. This relational approach enables students to develop a deeper understanding of why certain behaviors are expected within the school community.

Student awareness is considered a key factor in ensuring the sustainability of school programs, including SRA. Students who possess a high level of awareness are generally more receptive to guidance and more willing to engage in positive behaviors. In this study, awareness encompasses several dimensions: self-awareness, sensitivity to the surrounding environment, and awareness of discipline and prosocial behavior. Individual awareness gradually encourages collective awareness, which in turn shapes shared habits and norms within the school. Over time, these patterns of behavior contribute to the formation of a positive school culture that reflects child-friendly values.

For students, the presence of awareness reduces the pressure to maintain a flawless image and helps alleviate fear, shame, or anxiety when mistakes occur. Similar effects are observed among teachers and school staff. Awareness develops when individuals within the school environment are able to recognize and understand their actions, emotions, and surrounding situations. Through this process, individuals become more capable of identifying their own strengths, limitations, and personal characteristics. Consequently, fostering awareness at the individual level becomes an important step toward improving personal quality and well-being. In practice, this awareness is nurtured primarily through positive discipline and meaningful student involvement in social and community-based activities, reinforcing the core principles of the SRA program.

Building student awareness within the SRA framework can be effectively realized through the consistent application of positive discipline and the active involvement of students in social and community-based activities. From the perspective of motivation theory, Diane Gossen in *Restructuring School Discipline* identifies three fundamental human motivations for action: the desire to avoid discomfort or punishment, the drive to obtain rewards or approval from others, and the aspiration to become individuals who live in accordance with their internalized values. Disciplinary practices that rely primarily on punishment or rewards fall within the category of external motivation. While such approaches may produce short-term compliance, they are generally unsustainable and insufficient to bring about meaningful changes in students' character. Students may follow rules when external pressure is present; however, this obedience often disappears once the punishment or reward is removed.

Discipline in schools, therefore, should move beyond the traditional logic of punishment and reward. Motivation theories emphasize that more effective disciplinary approaches are those that cultivate students' internal motivation, encouraging them to act based on values they genuinely believe in and reflect in their character. This perspective resonates with Ki Hajar Dewantara's concept of discipline as self-discipline, where students are able to regulate their own behavior without coercion. In this view, students are guided to comply with school and classroom rules not because of external demands, but because of internal convictions that develop through reflection and experience. When internal motivation is successfully fostered, discipline is no longer perceived as an obligation imposed by authority; instead, it becomes an expression of personal values that strengthens students' character and prepares them to face future challenges with resilience.

Within the context of the SRA program, the implementation of non-violent discipline is recognized as a key strategy for promoting a safe and supportive learning environment (Iskandar, 2024). This

approach contrasts sharply with traditional disciplinary models, which may be effective in establishing quick compliance and maintaining teacher authority but carry significant long-term risks. Traditional discipline has been associated with negative consequences such as psychological trauma, fear of authority figures, and decreased learning motivation among students (Happyana, 2025). By adopting positive and non-violent disciplinary practices, SRA-oriented schools seek to minimize these risks while simultaneously nurturing awareness, self-regulation, and intrinsic motivation. In this way, positive discipline not only supports the principles of child protection but also plays a crucial role in fostering student well-being and sustainable behavioral change.

Several schools implement the concept of restitution as a strategy for addressing violations of school norms, which aligns with the principles of positive discipline within the SRA program. Restitution encourages the development of internal motivation by giving students the responsibility and trust to find solutions to their own problems. Through this process, students are guided to reflect critically on their actions and identify ways to make amends, fostering a sense of personal accountability and growth. The restitution method emphasizes confidence and autonomy, allowing students to express themselves freely without fear of judgment while considering the consequences of their behavior. By engaging in this reflective process, students are encouraged to understand the purpose of correcting their mistakes and to internalize positive values, which contributes to the cultivation of a constructive school culture.

The restitution approach can be understood as a structured effort to reintegrate students into their peer group after they have committed an infraction, supporting both personal development and social cohesion. One practical framework, known as the “Restitution Triangle,” provides a three-step process: first, stabilizing the student’s identity; second, validating the wrongful action; and third, exploring the student’s beliefs and values. This method emphasizes self-reflection and critical thinking, helping students evaluate the impact of their actions and make decisions that reflect their internalized moral values rather than merely complying to avoid punishment or to gain approval. Teachers play a pivotal role in guiding students through the restitution process, offering support that reinforces self-confidence, restores character, and encourages positive behavioral changes without invoking shame or fear.

Figure 1. Restitution Framework



(Source: <https://sman15tanjabbarat.sch.id/read/166/penerapan-disiplin-positif-melalui-segitiga-restitusi>)

Through restitution, students gradually develop a habit of thinking before acting, exercising logical and critical reasoning to address challenges and conflicts in their school environment. The process often includes follow-up guidance, which is tailored to the individual needs of students, further supporting the development of self-confidence, discipline, and ethical decision-making. Character-

building sessions embedded in restitution provide students with opportunities to practice reflective thinking and assertive communication, which are essential for managing conflicts constructively. These skills are particularly important in preventing violence and bullying, as research indicates that typical perpetrators of intimidation tend to display aggression, impulsivity, self-confidence, and assertiveness (Farrington, 1993). By engaging students in restorative practices and fostering critical thinking, these aggressive and impulsive tendencies can be mitigated, promoting safer and more respectful interactions within the school community.

In this way, restitution functions not merely as a corrective measure, but as a pedagogical tool that nurtures awareness, responsibility, and empathy among students. It provides a systematic yet flexible framework for students to reflect on their behavior, develop internal motivation, and reintegrate into the school community with strengthened character. When applied consistently within SRA-standardized schools, restitution contributes to a positive, child-centered school climate in which students learn to act thoughtfully, consider the impact of their actions, and engage in prosocial behaviors. By embedding restorative practices into everyday school life, schools foster not only discipline but also holistic student development, reinforcing the broader goals of the SRA program.

Several schools implement the concept of shared beliefs as a means to reinforce positive discipline and cultivate a constructive school climate. These shared beliefs are often established during orientation programs, such as MPLS, where students and staff collectively define core values and principles that guide behavior within the school. The focus on collective agreements fosters a sense of ownership among students, encouraging them to take responsibility for what they consider “theirs,” whether it be rules, norms, or communal values. When students perceive these agreements as personally meaningful, rather than externally imposed, they are intrinsically motivated to uphold them, contributing to a more positive and supportive school environment. Research indicates that school climate significantly affects student well-being when students feel a sense of belonging and a shared identity as members of the school community (Klik, 2023).

Shared beliefs, understood as universally agreed-upon values or moral principles regardless of ethnicity, language, religion, or nationality, serve as powerful drivers of internal motivation. According to Gossen (1998), individuals are more intrinsically motivated to act in accordance with their beliefs than simply to follow rules. Consequently, the establishment and internalization of core shared principles within a school community provide a foundation for fostering a positive school culture. By actively participating in activities that reinforce these principles, students develop a stronger sense of belonging, ethical responsibility, and alignment between personal and collective values. School-wide engagement in shared beliefs not only guides behavior but also strengthens the collective identity of the school, which is closely linked to mental health and overall student well-being (Bizumic et al., 2009; Reynolds et al., 2015).

The internalization of shared values is further reinforced through daily school activities and role modeling by teachers and school leaders. When students observe consistent demonstrations of ethical behavior, empathy, and care, they are more likely to adopt these behaviors themselves. Inclusive participation in social projects and community-oriented activities provides practical opportunities for students to exercise empathy, social responsibility, and prosocial behavior. Service learning, a form of education that promotes social responsibility and service to the community, has been linked with positive benefits for adolescents such as higher grades, increased goal setting, and improved self-esteem (Santrock, 2019). Such activities help students recognize and address deviant behaviors or violations of school norms constructively, strengthening the school’s social fabric. Moreover, leadership and educational policymakers dedicated to student well-being are encouraged to consider social identity processes in planning initiatives, as fostering a shared sense of identity enhances engagement, participation, and belonging (Klik, 2023).

In addition, character development through social-emotional learning is recognized as a core principle in designing a positive, enjoyable school environment that supports student well-being (Candra, 2021). By integrating the internalization of shared beliefs, participatory activities, and everyday modeling of positive values, schools cultivate empathy, responsibility, and a sense of

ownership among students (Indriani, 2025). This holistic approach enables students to understand the impact of their actions, strengthens moral reasoning, and fosters inclusive participation, thereby reinforcing both individual and collective well-being. Social-emotional learning, combined with shared principles and collaborative engagement, ensures that positive school culture is not abstract, but lived and experienced daily, creating a sustainable foundation for student development and well-being.

Building student awareness in SRA as Child-Friendly Schools involves a holistic integration of positive discipline, restorative practices, and shared beliefs, all aimed at fostering internal motivation, ethical reflection, and a sense of responsibility among students. Positive discipline encourages self-regulation rather than mere compliance, guiding students to act in accordance with their values (Gossen, 1998; Ki Hajar Dewantara). Restitution allows students to critically reflect on their actions, take responsibility, and restore their relationships with peers and the school community (Farrington, 1993; Iskandar, 2024), while shared beliefs and collective agreements create a sense of ownership and belonging, reinforcing intrinsic motivation and a positive school climate (Bizumic et al., 2009; Reynolds et al., 2015; Klik, 2023; Indriani, 2025). These interrelated practices ensure that students not only understand the consequences of their behavior but also internalize ethical principles and develop empathy, laying a solid foundation for character, social responsibility, and overall well-being (Candra, 2021). Importantly, the cultivation of awareness is inseparable from the relational context of the school: the development of trust between students and teachers emerges as the next critical factor, as trust provides the psychological safety necessary for students to fully engage, express themselves, and internalize the positive norms and values emphasized through awareness-building practices.

Building Trust among School Members

Trust is one of the fundamental pillars in the implementation of the SRA program, shaping both the quality of relationships and the overall well-being of students. In SRA-standardized schools, trust is nurtured by creating safe spaces for students, establishing confidential reporting systems for violations, and applying humane, non-punitive approaches when addressing student-related issues without public shaming (Iskandar, 2024). These strategies ensure that students feel respected and psychologically secure, allowing them to engage fully in learning and social interactions. Trust is not built instantly; it develops gradually through consistent communication, respectful interactions, and shared experiences among students, teachers, and other school personnel. The presence of trust enables students to feel confident in expressing themselves and participating in school activities, which strengthens their sense of belonging and emotional comfort.

A key element in cultivating trust within the school environment is fostering assertive communication among students and between students and teachers. Assertive behavior is a vital life skill during adolescence, encompassing emotional, behavioral, and cognitive aspects of development. It is defined as the ability to express one's thoughts, feelings, needs, and desires in a socially acceptable manner while respecting others' rights and perspectives (Vagos & Pereira, 2010). Adolescents face increasing social demands, both from peers and adults, and assertiveness equips them to respond effectively, negotiate conflicts, and maintain healthy interpersonal relationships. Without such skills, many students struggle to voice their opinions, ask questions, or challenge ideas, often remaining silent due to fear of making mistakes, embarrassment, or peer ridicule. Developing assertive behavior thus directly supports students in becoming more confident, articulate, and proactive members of the school community.

When assertive communication is consistently encouraged and modeled, it gradually strengthens mutual trust within the school. Students who feel safe to speak up and share their perspectives are more likely to trust their peers and teachers, fostering a climate of openness and collaboration. This trust is reflected in classroom participation, where students feel comfortable engaging in discussions, asking questions, and offering feedback without fear of judgment. Research indicates that when students perceive the school as a safe and supportive environment, their engagement and motivation to learn increase significantly (Iskandar, 2024). Moreover, the development of trust contributes to students' emotional security, reducing anxiety, fear, or hesitation that can otherwise hinder academic performance and social interactions.

Humanistic social interactions among school members further enhance trust and contribute to student well-being. When relationships are characterized by respect, empathy, and consideration for individual differences, students are more likely to develop a sense of belonging and collective responsibility. Such relational patterns create a positive feedback loop: as trust grows, students become more willing to engage, collaborate, and support each other, which in turn reinforces their emotional well-being and the cohesiveness of the school community (Mangestuti, 2022). The establishment of trust also extends beyond peer relationships to include interactions with teachers, counselors, and administrative staff, creating an integrated support system that safeguards students' psychological and social needs.

The SRA program systematically integrates trust-building measures into its core practices. Teacher training in positive communication, the development of character education curricula, and the implementation of ongoing psychosocial support systems are designed to foster trust while reinforcing student well-being (Lailiyah, 2025). By modeling respectful and empathetic interactions, educators encourage students to internalize these behaviors, promoting a school culture rooted in mutual respect and care. Trust, therefore, is both an outcome and a process: it is cultivated through everyday interactions, guided by ethical principles, and supported by institutional structures that prioritize psychological safety and social-emotional development.

Ultimately, trust serves as the bridge between student awareness and the broader objectives of the SRA program. Awareness-building practices such as positive discipline, restitution, and shared beliefs provide the foundation for students to understand ethical behavior and responsibility, but it is trust that allows these practices to be fully internalized and enacted. When students trust their teachers, peers, and the school system, they are more likely to engage actively, express themselves confidently, and participate in collaborative problem-solving, all of which are essential for sustaining student well-being. In this way, cultivating trust is not merely a supportive measure, it is a central mechanism through which awareness and character-building efforts translate into meaningful, long-term developmental outcomes.

3.2. Teachers as Role Models

Teachers are central figures in the implementation of the SRA program, serving not only as educators but also as exemplars of the positive norms and behaviors the school seeks to instill. In SRA-standardized schools, teachers maintain close, supportive relationships with students, consistently demonstrate discipline, and embody ethical principles in everyday interactions. Their credibility and professionalism are pivotal; as respected and trusted adults, teachers guide students not merely through instruction but through modeling behavior that reflects integrity, responsibility, and empathy. Character education, therefore, extends beyond written or formal curriculum content, students learn values most effectively by observing how their teachers enact them in daily life. Student-centered teaching approaches further reinforce this process by ensuring that learning prioritizes student needs, fostering engagement, emotional security, and overall well-being (Mangestuti, 2022).

Research highlights that teachers serve multiple critical functions within the school ecosystem. They act as role models, facilitators of learning, emotional supporters, collaborators with families, and reflective practitioners (Wildam, 2025). Through these roles, teachers help create learning environments that are safe, inclusive, and conducive to the holistic development of students. Well-being-based teaching strategies, in particular, enable students to experience a sense of belonging, psychological comfort, and motivation to engage actively in school life. By modeling positive behaviors and maintaining strong relational ties, teachers reinforce the ethical and social norms that underpin the SRA program, translating abstract principles into lived experience for students.

Teachers' support for student autonomy has been identified as a crucial factor in promoting adolescent well-being. When students perceive that teachers respect their independence, encourage decision-making, and provide guidance without coercion, they develop confidence, self-efficacy, and a stronger sense of agency (Kleinkorres, 2023). These interactions contribute to a school climate in which students feel psychologically safe and emotionally supported, allowing them to express themselves freely, take initiative, and participate in classroom and social activities without fear. In such an

environment, students are more likely to internalize ethical norms, demonstrate empathy, and engage in prosocial behaviors, which collectively enhance both individual and collective well-being.

The role of teachers also extends to shaping the physical and social environment in ways that support emotional and social well-being (Indriani, 2025). By fostering inclusive classroom practices, promoting respectful peer interactions, and addressing conflicts constructively, teachers create a foundation for students to feel safe, respected, and valued. These practices are not isolated actions but part of a holistic approach that aligns with SRA principles, ensuring that every aspect of school life, from classroom routines to interpersonal interactions, supports the emotional and social needs of students.

Ultimately, teachers serve as the linchpins connecting awareness-building, trust, and student well-being within the SRA framework. Their consistent modeling of ethical behavior, facilitation of autonomy, and creation of supportive learning spaces reinforce the lessons of positive discipline, shared beliefs, and restorative practices. In doing so, teachers transform the school into an environment where students not only learn academically but also develop the character, resilience, and social-emotional skills necessary to thrive, both within and beyond the school context.

4. CONCLUSION

This research indicates that the implementation of the SRA (Sekolah Ramah Anak- Child-Friendly School) program in senior high schools is shaped by the extent to which its principles are enacted in everyday school practices. The study shows that SRA is understood and experienced as an embedded school culture rather than as a symbolic policy or administrative requirement, with child protection, participation, and well-being reflected in daily interactions, disciplinary approaches, and relational processes. Student awareness emerges as an important element in supporting behavioral development, facilitated through positive discipline, restorative practices, and the internalization of shared values that encourage internal motivation, ethical reflection, empathy, and responsibility. Trust among school members supports these processes by fostering psychological safety through humane, non-punitive responses, safe spaces, and open communication, allowing students to participate and express themselves without fear of stigmatization. Teachers occupy a central role in enacting SRA principles through role modeling, support for student autonomy, and the creation of inclusive learning environments that address both academic and socio-emotional needs. Taken together, these interconnected practices contribute to a supportive school climate in which awareness, trust, and teacher role modeling align with the broader goals of student well-being within the SRA framework.

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