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Digital literacy-based mentoring for strengthening child-friendly school implementation

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ABSTRACT

Implementing Child-Friendly School (Sekolah Ramah Anak/SRA) requires continuous school capacity building to translate child rights principles into safe, inclusive, and digitally responsive educational practices. This community service program aims to strengthen education personnel capacity to support SRA implementation through digital literacy-based mentoring. The program uses a participatory capacity-building approach involving 35 teachers, school leaders, and education personnel in Bandung Regency, Indonesia. The intervention was implemented through a series of preparation, online capacity building, face-to-face mentoring, reflection, discussion, and follow-up. We descriptively analyzed program documents, participant notes, mentoring materials, implementation documentation, and monitoring records. Implementation demonstrated continuity between online and face-to-face mentoring, with materials covering SRA implementation, child protection, bullying prevention, safe and inclusive learning, digital literacy, and school leadership. Documented outputs include participant engagement, mentoring materials, implementation documentation, institutional collaboration, and follow-up recommendations. The program provides a practical mechanism to connect the rights-based orientation in SRA with digital literacy and strengthen school capacity. However, these findings reflect initial implementation and outcomes, not long-term causal changes in participant competencies or school practices.

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ABSTRAK

Implementasi Sekolah Ramah Anak (SRA) memerlukan penguatan kapasitas sekolah secara berkelanjutan untuk menerjemahkan prinsip-prinsip hak anak ke dalam praktik pendidikan yang aman, inklusif, dan responsif terhadap perkembangan digital. Program pengabdian kepada masyarakat ini bertujuan untuk memperkuat kapasitas tenaga kependidikan dalam mendukung implementasi SRA melalui pendampingan berbasis literasi digital. Program ini menggunakan pendekatan penguatan kapasitas partisipatif yang melibatkan 35 guru, pimpinan sekolah, dan tenaga kependidikan di Kabupaten Bandung, Indonesia. Intervensi dilaksanakan melalui rangkaian persiapan, penguatan kapasitas daring, pendampingan tatap muka, refleksi, diskusi, dan tindak lanjut. Dokumen program, catatan peserta, materi pendampingan, dokumentasi pelaksanaan, dan catatan monitoring dianalisis secara deskriptif. Pelaksanaan menunjukkan kesinambungan antara pendampingan daring dan tatap muka dengan materi yang mencakup implementasi SRA, perlindungan anak, pencegahan perundungan, pembelajaran yang aman dan inklusif, literasi digital, serta kepemimpinan sekolah. Luaran terdokumentasi meliputi keterlibatan peserta, materi pendampingan, dokumentasi pelaksanaan, kolaborasi kelembagaan, serta rekomendasi tindak lanjut. Program ini menyediakan mekanisme praktis untuk menghubungkan orientasi berbasis hak dalam SRA dengan literasi digital serta memperkuat kapasitas sekolah. Namun, temuan tersebut merupakan bukti pelaksanaan dan luaran awal, bukan bukti perubahan kausal pada kompetensi peserta atau praktik sekolah dalam jangka panjang.

Kata Kunci: *literasi digital; pendampingan; penguatan kapasitas; sekolah ramah anak*

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INTRODUCTION

Schools are increasingly expected to provide learning environments that are not only academically effective but also safe, inclusive, and responsive to children's rights and well-being. In Indonesia, this commitment is reinforced by the national framework for fulfilling children's rights, which emphasizes protection from violence and discrimination, participation, and the best interests of the child (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia). However, evidence from Indonesian schools indicates that formal commitments to child-friendly education do not necessarily translate into consistent institutional and educational practices, particularly where implementation mechanisms, stakeholder participation, and school capacity remain limited (Izzah et al., 2023; Molzana & Fernandes, 2023; Susanti et al., 2021; Utami et al., 2021). The challenge, therefore, lies not only in establishing child-friendly policies but in strengthening schools' capacity to sustain them in everyday practice. This challenge becomes more complex as schools operate within increasingly digital educational environments.

Digital technologies have expanded how teachers communicate, design learning activities, access resources, and engage students, while simultaneously introducing new demands related to digital safety, responsible technology use, inclusion, and pedagogical adaptation. Recent evidence conceptualizes digital literacy beyond the technical operation of digital tools, emphasizing its pedagogical, ethical, and institutional dimensions and its dependence on curriculum, professional learning, and organizational support (Wider et al., 2026). For child-friendly education, therefore, digital transformation is not simply adopting technology; it requires schools to build the capacity to ensure that technology-mediated practices remain safe, inclusive, developmentally appropriate, and responsive to children's rights and well-being. These intersecting demands place greater emphasis on the capacity of the people and institutions responsible for implementing child-friendly education.

Previous studies have shown that schools may demonstrate several characteristics of child-friendly education while still struggling to sustain implementation. Studies in Indonesian elementary schools, for example, have documented child-friendly policies, learning practices, trained educators, supporting facilities, and stakeholder participation, while also identifying continuing challenges in implementing these components comprehensively (Susanti et al., 2021; Utami et al., 2021). The issue, therefore, is not simply whether schools recognize the principles of child-friendly education, but whether school actors can translate those principles into consistent institutional and pedagogical practices. School leadership is consequently an important institutional mechanism for translating these commitments into practice. School leaders shape organizational priorities, professional development, learning practices, and collaboration among school stakeholders.

Evidence from inclusive-school settings indicates that principals contribute to child-friendly environments through decision-making, teacher development, and organizing school systems and learning practices (Izzah et al., 2023). However, leadership commitment alone cannot ensure implementation when educators require additional knowledge and practical competencies to respond to emerging educational challenges. SRA implementation therefore requires capacity building that connects institutional vision with the practical capabilities of teachers and other school actors. Professional development therefore needs to move beyond short-term exposure to knowledge toward sustained professional learning. A recent Indonesian teacher-development program showed that framework-based digital literacy training could strengthen teachers' perceived competencies, while also revealing areas requiring further development, particularly data literacy, applied technical problem solving, and digital content integration (Aripradono & Nandani, 2026).

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This suggests that professional development should not be designed solely to transfer information, but also to identify practical needs and support continued application and improvement. Evidence from community-based capacity building similarly highlights the value of sustained learning, mentoring, peer support, reflection, and feedback in developing participants' confidence, leadership, and capacity for greater responsibility (Jayasinghe et al., 2026). Taken together, the existing evidence reveals an important practical gap. Research on Child-Friendly School (CFS/Sekolah Ramah Anak or SRA) has largely examined implementation, institutional conditions, and leadership. In contrast, research on digital literacy has increasingly focused on teacher competence, technology integration, and professional development. These strands offer valuable insights, but they are not always integrated into practical capacity-building interventions that help school actors connect child-friendly principles with the demands of contemporary digital education. Therefore, community-based interventions are needed that approach SRA and digital transformation as interconnected dimensions of school capacity rather than separate agendas.

Against this background, this community service program aimed to strengthen the capacity of teachers, school leaders, and other education personnel to support SRA implementation through digital literacy-based mentoring. Specifically, the program sought to connect child-friendly education principles with practical digital literacy competencies, professional learning, and school-level capacity development, while providing participants with opportunities for reflection, collaboration, and contextual application. This objective responds to evidence that effective SRA implementation depends not only on institutional policies and leadership but also on educators' capacity to translate these commitments into sustained practice (Fitriani et al., 2021; Hajaroh et al., 2021). At the same time, research on teacher digital literacy emphasizes the need to strengthen teachers' readiness, competence, and ability to use digital technologies meaningfully within educational practice (Ibda et al., 2023; Pratolo et al., 2022; Rahmawati et al., 2024).

Evidence further supports mentoring as an intervention strategy: sustainable educational improvement requires continuous professional development, contextual support, and collaborative learning rather than one-time training. Studies on teacher development indicate that mentoring can connect professional learning with practice, reflection, feedback, and problem-solving, while leadership and technology-oriented support can create organizational conditions for meaningful technology integration (Lestari et al., 2021; Setia & Aufar, 2023; Sulhan, 2022; Wijaya et al., 2022). Educational supervision can contribute to teacher development when it combines professional support, collaboration, and appropriate use of educational technology (Ruchmayano et al., 2026). Accordingly, the present program positions digital literacy-based mentoring not as a technical training activity alone, but as a capacity-building mechanism that connects professional learning, school leadership, collaboration, and the practical implementation of child-friendly education.

Literature Review

Child-Friendly School (CFS) as a Rights-Based Educational Framework

Child-Friendly School (CFS), known as Sekolah Ramah Anak (SRA) in the Indonesian context, is a rights-based educational framework that centers children's rights, safety, protection, development, and participation in school life. Its operational foundation often reflects the principles of provision, protection, and participation (3P), which translate into child-friendly learning practices and school environments free from violence and discrimination (Alfina & Anwar, 2020). Within this framework, child-friendly education extends beyond providing physical facilities to include how schools formulate policies, organize learning, protect children, and create opportunities for meaningful participation. The Indonesian regulatory framework further establishes child protection and the fulfillment of children's rights as integral to providing educational services.

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The multidimensional character of SRA is further reflected in six interrelated implementation components: school policy, child-friendly curriculum and learning, trained educators and education personnel, child-friendly facilities and infrastructure, children's participation, and stakeholder participation (Izzah et al., 2023; Latif et al., 2021). These components illustrate that SRA is not a stand-alone program but an institutional framework that connects policy, pedagogy, human resources, infrastructure, and participation. Evidence from different educational settings also demonstrates that the relative development of these components may vary across schools. Some institutions have established formal commitments and child-friendly practices, while others still face limitations in institutional mechanisms, trained personnel, facilities, or stakeholder involvement (Rismayani et al., 2021). Children's participation represents a particularly important dimension of this rights-based orientation.

Within SRA, children are not positioned solely as recipients of protection but as participants whose perspectives and experiences should inform school life. Research has documented children's participation through classroom interaction, expressing opinions, involvement in school activities, and participation in school planning and evaluation (Izzah et al., 2023; Molzana & Fernandes, 2023). At the same time, the participation principle extends beyond children to include parents, communities, alums, organizations, and other stakeholders whose involvement can provide additional resources and strengthen the continuity of SRA implementation (Desty et al., 2024). Thus, the rights-based character of SRA is expressed not only through protection from harm but also through creating institutional conditions that enable children and relevant stakeholders to participate in shaping a supportive educational environment.

Institutional Dimensions and Implementation of SRA

Implementing SRA requires translating rights-based principles into institutional policies, organizational arrangements, and everyday school practices. One of the most consistently identified foundations is formal school commitment, including written policies, an SRA implementation team, and institutional procedures that guide implementation (Ibo & Lorensius, 2023; Latif et al., 2021). Such arrangements provide an organizational basis for coordinating different school actors and aligning school programs with child-protection and participation principles. However, formal commitment alone does not necessarily indicate comprehensive implementation, as evidence from several Indonesian contexts shows variation in how fully SRA components have been translated into practice (Molzana & Fernandes, 2023; Susanti et al., 2021).

Human-resource capacity constitutes another central institutional dimension. SRA requires educators and education personnel to understand children's rights and translate that understanding into child-friendly pedagogical practices. Studies have documented the use of training, workshops, seminars, and other professional-development activities to strengthen educators' practical understanding of SRA implementation (Baharun et al., 2021; Fauzıatı et al., 2021; Fitriyani et al., 2023). This need is especially important because child-friendly learning happens through everyday pedagogical interactions. Research associates SRA-oriented learning with approaches that are active, participatory, inclusive, enjoyable, and responsive to children's interests and developmental needs, while emphasizing non-discrimination and non-violent interaction (Baharun et al., 2021; Subur et al., 2019; Susanti et al., 2021).

School leadership provides an important organizational mechanism for connecting these institutional components. Leadership influences school policy formulation, human resource coordination, learning practice development, and engagement with parents and other stakeholders. Studies of SRA in inclusive and other educational contexts highlight school principals' role in coordinating child-friendly policies, teacher development, learning systems, and collaborative relationships. SRA development involves school analysis, development, implementation, and continuous improvement, suggesting that leadership is an ongoing organizational process rather than merely the formal adoption of a policy (Baharun et al.,

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2021). Evidence from other contexts similarly emphasizes the importance of leadership, teacher capacity, monitoring, evaluation, and stakeholder collaboration in strengthening SRA implementation (Amrullah, 2023; Desty et al., 2024).

The literature also indicates that implementation may remain incomplete despite formal SRA commitments. Reported challenges include limited mechanisms for reporting and responding to violations of children's rights, unequal access to training, insufficient counseling personnel, inadequate physical facilities, and limited involvement of community organizations or other external stakeholders (Molzana & Fernandes, 2023; Rismayani et al., 2021). These variations indicate that SRA implementation should be viewed as a continuous institutional development process rather than a status achieved simply through formal designation. Sustaining implementation consequently requires ongoing professional development, monitoring and evaluation, organizational learning, and collaboration among schools, families, communities, and other relevant stakeholders.

Digital Literacy as a Pedagogical and Institutional Capacity

The growing integration of digital technologies into education has expanded the meaning of school capacity beyond access to technological infrastructure. Digital literacy encompasses the ability to use, evaluate, create, communicate, and interact through digital technologies in pedagogically appropriate, ethical, and context-sensitive ways. Rather than being limited to technical proficiency, digital literacy increasingly functions as a pedagogical and institutional capacity that is shaped by curriculum, professional learning, organizational culture, ethics, and inclusion (Wider et al., 2026). This broader perspective positions educators not simply as technology users but as actors responsible for ensuring that digital practices contribute meaningfully to learning and remain aligned with educational and developmental needs.

This perspective is particularly relevant to child-friendly education because digital environments can create learning opportunities while also introducing new risks. Digital technologies can facilitate communication, collaboration, access to resources, and learner engagement, but these benefits depend on educators' capacity to manage digital learning responsibly and critically. Research on digital media literacy interventions highlights the importance of developing competencies that extend beyond technical operation to include critical engagement, responsible participation, and informed interaction with digital media. In children's education, digital literacy therefore needs to be linked to safety, inclusion, participation, and well-being rather than treated as an independent technological competency.

Evidence from Indonesia further demonstrates the importance of aligning digital learning practices with children's developmental characteristics. In examining teachers' development of child-friendly digital-based assignments, the study identified progressive levels of creative practice ranging from imitation and transition to modification and construction (Zamzam et al., 2026). Their findings indicate that the educational value of digital learning depends not merely on whether technology is incorporated, but on how teachers adapt digital activities to children's needs, engagement, creativity, and cognitive development. This suggests that child-friendly digital learning requires teachers to exercise pedagogical judgment concerning the design, duration, instructions, interaction, and developmental appropriateness of technology-mediated activities.

Digital literacy therefore has an important organizational dimension that isolated technical training cannot address. Sustainable digital transformation requires institutional support, coherent policies, continuous professional development, collaborative learning, peer support, and opportunities for reflective practice (Wider et al., 2026). Evidence from community-based teacher development in Indonesia similarly shows the value of framework-based professional learning while indicating that competency development may remain uneven across different dimensions after short-term interventions (Aripradono & Nandani, 2026).

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Taken together, these findings suggest that strengthening digital literacy for child-friendly education requires a continuous capacity-building process in which educators and school leaders develop the knowledge, judgment, and collaborative capacity to integrate digital technologies safely, ethically, inclusively, and meaningfully into school practices.

Leadership, Capacity Building, and Mentoring for Sustainable School Change

The literature on SRA and digital literacy converges on the importance of human and organizational capacity. Policies, infrastructure, and digital platforms cannot produce child-friendly educational practices on their own unless school personnel have the knowledge, skills, confidence, and organizational support to translate them into action. Within SRA implementation, educators' training in children's rights and child-friendly pedagogy is repeatedly identified as an important component. At the same time, leadership is necessary to coordinate institutional policies, professional development, monitoring, and stakeholder participation (Yuniarsih et al., 2023). Professional development is particularly important when schools are expected to integrate new practices into existing organizational routines. The Dedicated article illustrates this principle by linking a structured framework to professional development, assessment, and follow-up priorities (Aripradono & Nandani, 2026).

Their findings suggest that framework-based training can yield measurable professional learning outcomes, but areas requiring further development may persist even after short interventions. This supports the argument that professional development should incorporate follow-up activities rather than end when formal training sessions are completed. Mentoring and collaborative learning can strengthen this process by connecting knowledge acquisition with practice, reflection, and problem-solving. Research identifies professional learning communities, peer mentoring, and reflective practice as mechanisms that can support a collaborative digital learning culture (Wider et al., 2026). Similarly, another study found that digital professional communities can facilitate access to teaching resources, collaboration, problem-solving, mentoring, and professional confidence. However, participation can be constrained by digital literacy gaps, connectivity, time, and limited institutional support (Niyibizi, 2026). The broader capacity-building literature further suggests that sustainable capability development is iterative rather than linear.

In a community research context rather than school education, capacity development is strengthened through repeated cycles of participatory learning, real-world practice, reflection, mentoring, peer support, and facilitator feedback (Jayasinghe et al., 2026). Their findings are conceptually relevant because they show that training becomes more consequential when participants can apply new knowledge, receive feedback, reflect on their experience, and progressively assume greater responsibility. For school improvement, this suggests mentoring can bridge knowledge acquisition and institutional practice. Rather than positioning school leaders and teachers as passive recipients of externally designed knowledge, a mentoring-oriented approach can help them interpret principles, identify contextual needs, develop feasible responses, reflect on implementation, and refine practices. This approach aligns with the participatory and developmental character of SRA, in which schools are expected not merely to adopt a prescribed label but to progressively strengthen their capacity to provide safe, inclusive, participatory, and child-centered educational environments.

Conceptual Synthesis: Integrating SRA, Digital Literacy, and Capacity Building

The reviewed literature indicates that SRA, digital literacy, and school capacity are interconnected dimensions of contemporary educational development. SRA provides a rights-based orientation that places children's safety, protection, inclusion, participation, and well-being at the center of school policies and practices. Digital literacy complements this orientation by expanding educators' and school leaders'

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capacity to navigate digital environments in ways that support learning, communication, participation, and children's safety. Meanwhile, capacity building provides the professional and organizational foundation through which these principles can be translated into context-sensitive practices. This relationship is consistent with studies identifying trained educators, supportive leadership, child participation, stakeholder engagement, and continuous institutional development as important dimensions of SRA implementation (Baharun et al., 2021; Desty et al., 2024; Izzah et al., 2023; Molzana & Fernandes, 2023; Susanti et al., 2021).

Within this interconnected framework, digital literacy should not be understood as a replacement for conventional child-friendly principles or as an end in itself. Rather, it adds a dimension of school capacity that enables educational actors to respond to the opportunities and challenges of increasingly digital learning environments. The literature on SRA and digital education emphasizes the need to prepare educators to address children's rights, digital safety, accessibility, participation, and responsible technology use in both online and offline learning contexts. Accordingly, integrating digital literacy into SRA requires more than technical proficiency; it involves developing the knowledge and professional judgment needed to ensure that technology-mediated educational practices remain safe, inclusive, participatory, and responsive to children's needs.

This synthesis positions capacity building and mentoring as practical mechanisms for connecting SRA principles with school-level practice. Mentoring can give educational actors opportunities to connect new knowledge to their institutional contexts, examine existing practices, reflect on challenges, and develop appropriate responses and follow-up actions. Such an approach is particularly relevant because SRA implementation is a continuing institutional process that requires professional development, monitoring, collaboration, and organizational learning rather than one-time policy adoption (Baharun et al., 2021; Desty et al., 2024; Fauzıatı et al., 2021; Izzah et al., 2023; Molzana & Fernandes, 2023). On this basis, digital-literacy-based mentoring can be conceptualized as a capacity-strengthening approach that supports schools in translating child-friendly principles into practices responsive to contemporary educational

METHODS

Community Service Design

The community service program employed a participatory capacity-building and mentoring approach to support the implementation of SRA through digital literacy. The program was conducted in 2026 through collaboration between the Faculty of Education, Universitas Pendidikan Indonesia (FIP UPI), and the Bandung Regency Education Office. The activity aimed to strengthen education personnel's capacity to support SRA implementation in their respective school contexts. The program consisted of three broad stages: preparation, implementation, and post-implementation. Preparation involved institutional coordination and technical planning; implementation comprised online capacity building and face-to-face mentoring; and post-implementation included monitoring, evaluation, documentation, and follow-up planning.

Participants and Setting

The program involved 35 participants from educational institutions in Bandung Regency. The researchers purposively selected participants based on their institutional roles and relevance to SRA implementation. The activity used complementary online and face-to-face modalities, with the online component preceding the face-to-face mentoring session. The official face-to-face activity was conducted on 8 July 2026, from 08.00 to 12.00 WIB.

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Intervention Procedure

The intervention followed the sequence: preparation → online capacity building → face-to-face mentoring → reflection and discussion → monitoring and follow-up. FIP UPI provided academic and technical support, while the Bandung Regency Education Office supported participant coordination and implementation within the local educational context. A multidisciplinary academic team delivered the mentoring through presentations, discussion, interaction, and reflection.

Data Sources and Analysis

The evaluation used available program documents, participant records, training materials, activity documentation, and monitoring and evaluation records. The evaluation analyzed these sources descriptively to document implementation, participant involvement, and program outputs. The analysis did not employ inferential statistics or causal-effect estimation because the available documentation did not include a standardized pre-test/post-test design or comparison group.

RESULTS AND DISCUSSION

The results present the implementation of the SRA mentoring program and highlight how the intervention was organized through capacity building, participant engagement, contextual mentoring, and follow-up activities. The findings focus on the documented processes, program content, participant involvement, and outputs that illustrate how the mentoring approach was operationalized in the participating educational contexts.

Results

Implementation of the SRA Mentoring Program

The community service program was implemented as a capacity-building and mentoring intervention for SRA implementation in collaboration with the Bandung Regency Education Office. The program involved 35 participants comprising teachers, school principals or school leaders, and other education personnel with roles relevant to SRA implementation. Their participation aimed to strengthen their understanding and practical capacity to develop school governance and learning environments that respond to children's needs. The intervention used a blended approach, combining online capacity-building sessions with face-to-face mentoring. The online component preceded the face-to-face session, while the official implementation schedule documented the face-to-face activity on 8 July 2026 from 08.00 to 12.00 WIB. The two delivery modes were treated as complementary components of the same mentoring program rather than as separate activities.

The implementation sequence comprised preparation, online capacity building, face-to-face mentoring, reflection and discussion, followed by monitoring and follow-up. The SRA mentoring program followed a blended sequence of preparation, online capacity building, face-to-face mentoring, reflection and discussion, and subsequent monitoring and follow-up. The online sessions provided the initial capacity-building component. In contrast, the face-to-face session enabled more direct interaction between facilitators and participants through presentations, discussion, and reflection on implementing SRA within their respective educational contexts. Figure 1 documents the online session, showing participants from the target school group engaging in the mentoring activity through Zoom. The combined documentation

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indicates that the two delivery modes formed a continuous mentoring process rather than separate training activities.



Figure 1. Online Mentoring Session Involving Participants from the Target School Group
Source: Author's Documentation 2026

The online session served as the initial capacity-building stage, providing participants with SRA-related knowledge and opportunities to interact with facilitators through Zoom, as shown in **Figure 1**. This session established the foundation for the subsequent face-to-face mentoring, with both modes forming complementary stages of the same mentoring process. The face-to-face session extended the learning process through presentations, discussion, and contextual reflection, enabling participants to relate SRA materials to their school contexts. The session also supported the program's broader orientation toward monitoring, evaluation, and follow-up to sustain SRA implementation, as shown in **Figure 2**.



Figure 2. Face-to-face Mentoring Session for SRA Implementation
Source: Author's Documentation 2026

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The face-to-face mentoring session provided a direct learning environment in which facilitators presented SRA-related materials and engaged participants through discussion and contextual interaction. As shown in **Figure 2**, participants followed the presentation. They engaged with the facilitator in a classroom setting, illustrating the direct interaction that characterized the program's face-to-face component.



Figure 3. Group Documentation of Facilitators and Participants
Source: Author's Documentation 2026

This session was followed by group documentation involving facilitators and participants, as shown in **Figure 3**. Following the face-to-face mentoring session, participants and facilitators gathered for group documentation, marking the completion of the direct mentoring component. The photograph captures the collective involvement of the facilitators and participating education personnel in the SRA implementation program and documents the activity's collaborative nature.

Participant Engagement and Facilitation

A multidisciplinary implementation team supported the mentoring program, consisting of five lecturers and one student facilitator. Prof. Dr. H. Diding Nurdin, M.Pd., served as the program leader, with Dr. H. Suryadi, M.Pd., Dr. H. Abu Bakar, M.Pd., Prof. Dr. H. Mumu Komaro, M.T., and Dr. Hj. Uum Murfiah, M.Pd., serving as members of the implementation team. Juliani Musti Khofifah, M.Pd., supported the program as a student team member and facilitator. The multidisciplinary composition of the facilitation team supported the delivery of the mentoring program across complementary educational perspectives, with the implementation team responsible for the capacity-building sessions and the Bandung Regency Education Office supporting participant coordination and implementation within the local education context.

Capacity-Building Content

The mentoring content addressed several dimensions of SRA implementation, including digital literacy, child protection, safe and inclusive learning environments, bullying prevention, and school leadership. The materials therefore covered both the protective and pedagogical dimensions of SRA as well as issues arising from the contemporary digital learning environment. One documented session, facilitated by Dr. H. Abubakar, M.Pd., focused on bullying prevention and developing a safe, inclusive, and character-oriented school culture.

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The material framed bullying as a threat to educational quality, emphasized the wider school community's responsibility, and positioned schools as safe spaces for children. The documented materials also addressed child-friendly learning and digital literacy, while another session presented an Islamic perspective on good practices for implementing digitally oriented SRA. Taken together, the materials connected school safety and child protection with learning practices, digital literacy, and the broader educational values underlying SRA.

Table 1. Main Capacity-Building Themes

Capacity-building theme	Documented focus
SRA implementation	Principles and practical implementation of SRA
Child protection	Prevention of violence and development of safe school environments
Bullying prevention	Identification, prevention, and development of a supportive school culture
Safe and inclusive learning	Learning environments responsive to children's needs
Digital literacy	Responsible use of digital technology within child-friendly educational practices
School leadership	Institutional support for implementation and school-level strengthening
Reflection and discussion	Connecting program content with participants' educational contexts

Source: Program materials and implementation documentation

Table 1 summarizes the main capacity-building themes addressed during the mentoring program, covering SRA implementation, child protection, bullying prevention, safe and inclusive learning, digital literacy, school leadership, and contextual reflection. Collectively, these themes illustrate how the program translated the broader SRA framework into interconnected areas of school-level capacity development, with bullying prevention providing a concrete example of this approach by addressing physical, verbal, social, and cyberbullying through preventive, restorative, collaborative, and sustainable strategies, supported by formal anti-bullying policies, reporting procedures, monitoring, evaluation, and strategic leadership.

Documented Program Outputs and Follow-Up Orientation

The available program documentation records several direct outputs from the implementation. These included completion of the SRA mentoring activity, participation by 35 members of the target group, availability of SRA-oriented mentoring materials, and compilation of activity documentation, participant records, reports, publications, and follow-up recommendations. The program was also formally oriented toward post-activity follow-up. The implementation arrangement specified monitoring and evaluation, as well as preparing subsequent actions, as part of the program scope. Thus, the activity was documented not simply as a one-time training event but as an intervention that included a post-training component intended to support continued implementation.

Table 2. Documented Outputs of the Community Service Program

Output	Available evidence
SRA mentoring implementation	Online and face-to-face activity documentation
Participant involvement	Program participant records and activity documentation.
Capacity-building materials	Facilitator presentation materials

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Output	Available evidence
Activity documentation	Photographs, online-session screenshots, and program records
Program reporting	Implementation report and supporting documentation
Follow-up orientation	Monitoring, evaluation, and follow-up provisions

Source: Program implementation arrangement and activity documentation

Table 2 summarizes the documented outputs of the community service program, including SRA mentoring implementation, participant involvement, capacity-building materials, activity documentation, program reporting, and follow-up orientation. These outputs document the implementation process and provide an initial foundation for continued SRA capacity development.

Discussion

The findings indicate that the SRA program was better characterized as a capacity-building and mentoring process than as a one-time training activity. The program combined preparation, online capacity building, face-to-face mentoring, reflection and discussion, and a formal orientation toward monitoring, evaluation, and follow-up. This structure directly responds to the central problem identified in the literature: formal commitments to child-friendly education do not automatically translate into consistent institutional and pedagogical practices (Molzana & Fernandes, 2023; Susanti et al., 2021; Utami et al., 2021). The documented implementation is therefore significant not because it demonstrates a statistically verified increase in participant competence, which the available evaluation design cannot establish, but because it demonstrates an institutional mechanism for connecting SRA principles with the capacity of school actors to interpret, discuss, and potentially operationalize those principles within their own educational contexts. This interpretation aligns with the multidimensional nature of SRA, in which policy, learning, human resources, infrastructure, children's participation, and stakeholder participation must function as interconnected components rather than isolated program elements (Izzah et al., 2023; Latif et al., 2021).

The emphasis on capacity building is particularly important because the findings reinforce the view that SRA implementation is fundamentally an organizational-development process. The program did not limit its content to children's protection or creating a safe physical environment; it also addressed school leadership, bullying prevention, safe and inclusive learning, digital literacy, and reflection on implementation. Such breadth corresponds with previous evidence that SRA requires trained educators, supportive institutional arrangements, appropriate learning practices, and stakeholder participation (Baharun et al., 2021; Desty et al., 2024; Izzah et al., 2023). The findings therefore support shifting emphasis from whether a school has adopted SRA commitments to *whether school actors have sufficient organizational and professional capacity to sustain those commitments*. This distinction matters because previous studies have identified persistent implementation gaps despite formal SRA policies, including weaknesses in reporting mechanisms, professional preparation, facilities, counseling support, and stakeholder engagement (Molzana & Fernandes, 2023; Rismayani et al., 2021).

In this context, mentoring provides a potentially more appropriate intervention logic because it treats implementation as a process of institutional strengthening rather than as compliance with a predetermined designation. Another contribution of the program is its integration of digital literacy into the SRA framework. The findings show that digital literacy was positioned alongside child protection, bullying prevention, safe and inclusive learning, and school leadership rather than being treated as a separate technical topic. This positioning aligns with the contemporary understanding of digital literacy as a pedagogical, ethical, and institutional capacity that extends beyond the ability to operate digital tools (Wider et al., 2026). For SRA implementation, this integration is particularly relevant because digital environments can expand

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opportunities for communication, learning, participation, and access to educational resources while also creating risks related to safety, exclusion, inappropriate content, and irresponsible technology use.

Consequently, digital literacy matters to SRA when school actors can make pedagogical judgments about how to use technology in ways that remain safe, inclusive, developmentally appropriate, and responsive to children's needs. This interpretation is supported by research that demonstrated that the educational value of digital-based activities depends not simply on technology adoption but on teachers' capacity to adapt digital activities to learners' developmental characteristics, engagement, creativity, and cognitive needs (Zamzam et al., 2026). The integration of digital literacy into SRA implementation should also be understood as a process of professional capacity development rather than merely technology adoption. Recent evidence on teacher digital literacy indicates that teachers require not only operational skills but also the readiness to select, evaluate, adapt, and meaningfully integrate digital resources into educational practice (Ibda et al., 2023; Pratolo et al., 2022). This perspective is particularly relevant to the present program because digital literacy was delivered alongside child protection, safe and inclusive learning, bullying prevention, and school leadership rather than as an isolated technical competency.

The findings therefore suggest that digital literacy-based mentoring can strengthen educators' professional judgment in navigating digital opportunities and risks while maintaining children's rights, safety, participation, and developmental needs. In this sense, digital literacy functions as an enabling dimension of school capacity that helps translate SRA commitments into context-responsive educational practices. More importantly, the mentoring format provided a mechanism for moving professional learning from knowledge acquisition toward contextual application. The program combined online capacity building with face-to-face mentoring, discussion, reflection, and follow-up, enabling participants to relate SRA principles to their institutional contexts. This approach is consistent with evidence that online mentoring can strengthen teachers' knowledge and skills through guided implementation, while peer mentoring supports professional development through collaboration and structured learning (Lestari et al., 2021; Sulhan, 2022). Technology leadership also plays an important role in enabling teachers' technology integration (Setia & Aufar, 2023).

Taken together, these findings suggest that digital-literacy-based mentoring can function beyond short-term training by connecting professional learning, collaboration, reflection, and school-level capacity for sustained SRA implementation. The blended delivery structure further strengthens this interpretation. The online sessions served as the initial capacity-building component, while the subsequent face-to-face session provided opportunities for more direct presentation, discussion, interaction, and contextual reflection. Rather than treating online and offline activities as separate delivery modes, the program connected them in a continuous mentoring sequence. This arrangement aligns with evidence that professional learning becomes more consequential when knowledge acquisition is connected with application, reflection, feedback, and problem solving (Jayasinghe et al., 2026). Similarly, research emphasizes professional learning communities, peer mentoring, and reflective practice as mechanisms for developing collaborative digital learning cultures. At the same time, another study highlights the potential of digital professional communities to facilitate access to resources, collaboration, problem-solving, mentoring, and professional confidence (Wider et al., 2026; Niyibizi, 2026).

The present program therefore illustrates how digital delivery can serve as an entry point for capacity development without making online learning the intervention's endpoint. The face-to-face component created an additional space for participants to contextualize the material, while the broader program design retained reflection and follow-up as necessary components of implementation. The importance of contextual interaction and reflection also aligns with the developmental nature of school improvement. The face-to-face documentation shows participants engaging directly with facilitators in a classroom setting, while the program arrangement formally included discussion, reflection, monitoring, evaluation, and follow-up planning. This sequence matters because implementing SRA cannot be reduced to transferring

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standardized knowledge. Schools differ in their organizational conditions, available resources, leadership practices, stakeholder relationships, and existing mechanisms for child protection and participation. Therefore, capacity building becomes more meaningful when participants can interpret general principles in relation to their own institutional realities. A study similarly found that capacity development is strengthened through iterative combinations of participatory learning, real-world practice, reflection, mentoring, peer support, and facilitator feedback (Jayasinghe et al., 2026).

Although their study was conducted in a different community context, its conceptual implications are relevant to the present intervention: training is more likely to become institutionally meaningful when participants can connect knowledge with practice and progressively refine their responses to contextual problems. The composition of the facilitation team also provides an important institutional dimension to the findings. The program involved a multidisciplinary team of lecturers with complementary educational perspectives and was implemented in collaboration with the Bandung Regency Education Office. This arrangement positioned the intervention between academic expertise and local educational governance, rather than presenting the mentoring as an externally delivered academic activity disconnected from the partner institution. This collaboration matters for the leadership dimension of SRA implementation because school leaders need not only conceptual understanding but also institutional support, coordination, and opportunities to align school-level actions with broader educational priorities.

The literature similarly identifies leadership as a mechanism for coordinating school policies, professional development, learning practices, and stakeholder engagement (Baharun et al., 2021; Izzah et al., 2023; Yuniarsih et al., 2023). From this perspective, the multidisciplinary facilitation model and institutional partnership can be understood as an enabling condition for capacity building, particularly because SRA implementation involves multiple actors and cannot be sustained by individual teachers or school leaders acting independently. The mentoring program's content, particularly its treatment of bullying prevention, shows how the intervention translated SRA's broad normative principles into concrete school-level concerns. Bullying prevention was not presented merely as a behavioral issue but was connected with school culture, child protection, reporting mechanisms, monitoring, evaluation, restorative approaches, collaboration, and leadership. This aligns with SRA's rights-based orientation, in which children's safety and protection are inseparable from their participation and well-being (Alfina & Anwar, 2020).

It also reflects the literature showing that child-friendly learning requires active, participatory, inclusive, enjoyable, and non-violent interactions rather than simply the absence of physical violence (Baharun et al., 2021; Subur et al., 2019; Susanti et al., 2021). This finding is therefore conceptual: by linking bullying prevention with leadership, school procedures, digital literacy, and learning environments, the program treated child-friendliness as an ecosystem of mutually reinforcing practices rather than a narrowly defined anti-violence initiative. Another important implication concerns the program's follow-up orientation. The implementation arrangement explicitly incorporated monitoring, evaluation, and subsequent action planning, and the documented outputs included program materials, participant records, implementation documentation, reporting, and follow-up recommendations. This feature is important because previous literature consistently indicates that SRA implementation requires continuous institutional development, professional learning, monitoring, evaluation, and collaboration rather than one-time policy adoption (Baharun et al., 2021; Desty et al., 2024; Fauzıatı et al., 2021; Molzana & Fernandes, 2023).

The present program therefore offers a stronger intervention logic than a conventional seminar: capacity building → contextual mentoring → reflection → monitoring → follow-up. Nevertheless, the available evidence does not allow the conclusion that these intended follow-up mechanisms were successfully institutionalized after the activity. They should therefore be interpreted as an important program design feature and implementation orientation rather than as a demonstrated long-term outcome. Taken together, the findings suggest that digital-literacy-based mentoring can serve as a practical bridge between the normative framework of SRA and the organizational capacity required for its implementation. The

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program's contribution is not the introduction of a new SRA principle, but the integration of three previously interconnected yet often separately addressed dimensions: the rights-based orientation of SRA, the contemporary demands of digital literacy, and the capacity-building needs of school actors. This synthesis responds directly to the gap identified in the Introduction, where research on SRA has predominantly examined implementation and institutional conditions. In contrast, digital-literacy research has increasingly focused on technology competence and professional development.

By bringing these dimensions together within a community-based mentoring intervention, the program provides a practical model in which digital literacy is treated as part of school capacity rather than as an isolated technical competency. This approach aligns with the literature's broader conclusion that sustainable educational change requires trained personnel, leadership, organizational support, collaboration, reflection, and continuous professional learning (Aripradono & Nandani, 2026; Jayasinghe et al., 2026). However, these findings must be interpreted in line with the descriptive design of the community service evaluation. The program involved a purposively selected target group of 35 participants, and the available evidence consisted of program documents, participant records, training materials, implementation documentation, and monitoring and evaluation records. No standardized pre-test/post-test, control group, or inferential statistical analysis was available to determine whether participants' knowledge, skills, or school-level implementation actually increased as a consequence of the intervention.

Accordingly, the documented outcomes, such as the completion of mentoring, participant involvement, availability of SRA materials, institutional collaboration, and the formulation of follow-up orientations, should be understood as documented program outputs and intended or emerging outcomes rather than quantitatively verified causal effects. This methodological limitation does not diminish the intervention's practical value; rather, it defines the appropriate level of interpretation and strengthens the study's credibility by preventing claims that exceed the available evidence. Future implementation could strengthen the evaluation by incorporating baseline and post-intervention measures, participant self-assessment, evidence of school-level action plans, and longitudinal monitoring of SRA practices. Such an evaluation would enable subsequent studies to move beyond documenting implementation and establish whether digital-literacy-based mentoring produces measurable, sustainable changes in school capacity and SRA practices.

CONCLUSION

The community service program showed that a digital-literacy-based mentoring approach can provide a practical foundation for strengthening SRA implementation. By integrating online capacity building, face-to-face mentoring, contextual discussion, and follow-up orientation, the program connected child protection, inclusive learning, digital literacy, bullying prevention, and school leadership within a coherent school-improvement process. The activity also strengthened collaboration between higher education and the Bandung Regency Education Office in supporting school-level SRA implementation. However, because the available evaluation was descriptive, the findings should be interpreted as evidence of program implementation and emerging capacity-building outcomes rather than verified long-term changes in school practice. Future programs should develop continuous mentoring supported by pre- and post-assessments, school-level action plans, periodic monitoring, and follow-up evaluation to assess changes in participant capacity and the sustainability of SRA implementation.

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