



PELAKSANAAN MANAJEMEN PENDIDIKAN RAMAH ANAK UNTUK MENGEMBANGKAN KEMANDIRIAN DAN KREATIVITAS SISWA

IMPLEMENTATION OF CHILD-FRIENDLY EDUCATIONAL MANAGEMENT TO DEVELOP INDEPENDENCE AND STUDENT CREATIVITY

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Abstract

Student independence and creativity are two important aspects in educational development that need to be developed to prepare students to face future challenges. These two aspects can develop well through the implementation of child-friendly educational management, which creates an environment that supports active learning and character development. This research aims to determine the impact of implementing child-friendly education management on student independence and creativity at Integrated Islamic Elementary School (SDIT) Buah Hati. This research uses quantitative methods with descriptive research design. Data collection techniques were carried out through observation, questionnaires and interviews with students and teachers. The data sources for this research are fifth grade students and teachers at SDIT Buah Hati. The collected data was analyzed using descriptive statistical techniques to describe current conditions. The research results showed a significant increase in the aspects of independence, creativity, time discipline, ability to work together, and students' self-confidence after implementing child-friendly education management. Student independence increased by 20%, creativity increased by 20%, and time discipline and the ability to work together also showed significant improvements. The implication of this research is that the implementation of child-friendly educational management is effective in increasing student independence and creativity. Therefore, schools are expected to implement child-friendly principles in every aspect of learning to support maximum student development.

Keywords : *independence, creativity, education management, child-friendly education.*

Abstrak

Kemandirian dan kreativitas siswa adalah dua aspek penting dalam pengembangan pendidikan yang perlu dikembangkan untuk mempersiapkan siswa menghadapi tantangan masa depan. Kedua aspek ini dapat berkembang dengan baik melalui penerapan manajemen pendidikan yang ramah anak, yang menciptakan lingkungan yang mendukung pembelajaran aktif dan pengembangan karakter. Penelitian ini bertujuan untuk menentukan dampak penerapan manajemen pendidikan ramah anak terhadap kemandirian dan kreativitas siswa di Sekolah Dasar Islam Terpadu (SDIT) Buah Hati. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian deskriptif. Teknik pengumpulan data dilakukan melalui observasi, kuesioner, dan wawancara dengan siswa dan guru. Sumber data untuk penelitian ini adalah siswa dan guru kelas lima di SDIT Buah Hati. Data yang dikumpulkan dianalisis menggunakan teknik statistik deskriptif



untuk menggambarkan kondisi saat ini. Hasil penelitian menunjukkan peningkatan yang signifikan dalam aspek kemandirian, kreativitas, disiplin waktu, kemampuan bekerja sama, dan kepercayaan diri siswa setelah menerapkan manajemen pendidikan yang ramah anak. Kemandirian siswa meningkat sebesar 20%, kreativitas meningkat sebesar 20%, dan disiplin waktu serta kemampuan bekerja sama juga menunjukkan peningkatan yang signifikan. Implikasi dari penelitian ini adalah bahwa penerapan manajemen pendidikan yang ramah anak efektif dalam meningkatkan kemandirian dan kreativitas siswa. Oleh karena itu, sekolah diharapkan menerapkan prinsip-prinsip ramah anak dalam setiap aspek pembelajaran untuk mendukung perkembangan siswa secara maksimal.

Kata Kunci : kemandirian, kreativitas, manajemen pendidikan, pendidikan ramah anak.

1. INTRODUCTION

Education currently faces complex challenges in creating a learning environment that is able to support the optimal development of student potential. One approach that is starting to be widely implemented is child-friendly education, which emphasizes creating a learning atmosphere that is safe, comfortable and respects children's rights (Fitriani et al., 2021). This concept is not only relevant for creating a sense of physical safety, but also supports students' emotional, social and intellectual development. In the midst of the era of globalization, the need for an education system that is adaptive to children's needs is increasingly urgent. Therefore, implementing child-friendly education management is an important strategy for creating a school environment that supports the formation of student character. With this approach, students are expected to grow into individuals who are independent, creative, and able to face future challenges.

Child-friendly education management requires the involvement of all parties in creating a student-centered system (Rusilowati et al., 2024). Teachers, principals, parents, and communities must work together to create learning environments that are inclusive and responsive to student needs (Óskarsdóttir et al., 2020). In this context, educational management does not only focus on the learning process, but also on developing values such as independence and creativity. Through this approach, students are invited to be active, think critically and innovate in the learning process. In addition, student involvement in decision making related to their learning experiences is one of the main components of child-friendly education. Thus, this approach is an important basis for creating an education system that is holistic and oriented towards developing children's potential.

Independence and creativity are two important aspects that must be developed from an early age to form competent and adaptive individuals (López-Aymes et al., 2020). Independence allows students to be responsible for their actions and decisions, while creativity encourages students to generate innovative new ideas (Wahyuni et al., 2024). In a child-friendly education system, the development of these two aspects is carried out through strategies that integrate active, exploratory and collaborative learning approaches. Teachers have a strategic role in providing appropriate stimuli to encourage students to dare to try, innovate and learn from experience. With the support of a supportive school environment, students can develop their cognitive, emotional and social potential optimally.

This phenomenon shows that although the concept of child-friendly education has been widely discussed, its implementation in the field still faces various gaps (Tusriyanto et al., 2022). One of the most striking phenomena is the lack of deep understanding among educators regarding the principles and practices of child-friendly education. Many schools still rely on conventional learning approaches that are less responsive to students' individual needs (Hendra Saputra S. Adiko,



2022). In addition, not all schools have facilities and environments that support the implementation of child-friendly principles, such as safe and inclusive learning spaces. On the other hand, the lack of support from parents and the community in creating a child-friendly learning ecosystem is also an obstacle. This gap reflects the need for systematic efforts to integrate child-friendly education management as a whole in the national education system.

Based on data obtained from various studies, many schools in Indonesia have not fully implemented the principles of child-friendly education consistently (Daryono et al., 2023). For example, data shows that most schools still use learning methods that focus on one-way teaching without providing space for students to actively participate (Yulaichah et al., 2024). In addition, surveys of teachers show that only a small percentage really understand how to integrate child-friendly values in the teaching and learning process. Limited training and assistance for educators is one of the main factors causing less than optimal implementation. Meanwhile, data also shows that supporting facilities, such as adequate study rooms, play areas and educational teaching aids, are still not available evenly across all regions. This indicates that there is a gap between expectations for child-friendly education and the reality on the ground, so concrete steps are needed to overcome these challenges.

Child-friendly education is an approach that places children's needs, rights and development at the center of the learning process (Fitriani et al., 2021). According to Unicef, child-friendly education includes a safe, supportive and inclusive learning environment for every student. These principles focus on empowering children to develop their potential, including independence and creativity, through a participatory and non-discriminatory approach (Sudirman et al., 2022). Studies show that a child-friendly educational environment can create a conducive learning atmosphere, thereby increasing student involvement in the learning process. Implementing child-friendly education management requires the active role of educators in designing strategies that support children's rights-based learning (Novitasari & Sunarti, 2023). Apart from that, support from the school community, including parents, is also an important element in creating an optimal educational ecosystem.

Student independence can develop optimally in an education system that supports exploration and personal responsibility (Rasyidi & Idrus, 2024). Child-friendly education provides students with opportunities to take initiative and make decisions that are relevant to their learning (Saputri & Hasibuan, 2022). According to Piaget, children's independence develops through a process of active exploration and direct experience (Rasyid et al., 2020). Teachers play the role of facilitators, guiding students in developing critical thinking skills and taking responsibility for their actions (June Maker, 2022). Empirical studies show that strategies such as project-based learning and independent assignments are effective in encouraging student independence (Maros et al., 2023). Therefore, a child-friendly educational management approach can be the basis for designing programs that emphasize independent and collaborative learning.

Apart from independence, student creativity can also be stimulated through an inclusive and experience-based educational approach (Fitri Kautsar, 2023). According to Guilford, creativity involves the ability to generate new and innovative ideas that are relevant to the challenges faced (Neneng Nur & Mulyawan, 2023). Child-friendly education supports the development of creativity by providing space for students to experiment, innovate and express their ideas without fear of failure (Jansson et al., 2022). Learning approaches based on art, technology and collaborative



projects have been proven to be effective in enhancing creativity (Mohamed & Kamel, 2024). In the context of educational management, program planning that takes into account students' individual needs is key in facilitating the development of creativity (Liu et al., 2023). The use of interactive and flexible learning media also makes a significant contribution to the successful development of student creativity (Al Hashimi et al., 2019).

Implementing child-friendly education management requires good coordination between educators, students and the school community. This approach requires clear policies and teacher training to understand the principles of child-friendly education. According to Sidabutar, the success of this implementation really depends on the managerial ability of the school principal in creating a supportive school culture (Sidabutar, 2024). Another important aspect is the development of a curriculum that is relevant and adaptive to student needs (Umamah et al., 2020). Regular evaluation of the success of the program is also needed to ensure that student independence and creativity are truly increasing (Rohmah et al., 2024). In this way, child-friendly education is not only a management strategy, but also a foundation for creating a generation that is independent, creative and ready to face future challenges.

The main problem in this research is how the implementation of child-friendly education management at Integrated Islamic Elementary School (SDIT) Buah Hati can develop students' independence and creativity optimally. Even though this school is known for its approach that prioritizes Islamic values and character-based learning, the implementation of child-friendly education still faces various obstacles. One of these obstacles is the lack of a structured strategy for integrating child-friendly principles into educational management and learning processes. Apart from that, limited supporting facilities, such as creative exploration areas and flexible discussion spaces, also pose a challenge in creating an environment that encourages the development of student independence and creativity. On the other hand, parental involvement in supporting the implementation of child-friendly programs is not yet fully optimal, so synergy between schools and families still needs to be improved. This problem is important to research in order to provide applicable and relevant solutions in improving the quality of education at SDIT Buah Hati, especially in forming students who are independent, creative and have character.

Several researchers have previously studied the implementation of child-friendly education in various contexts. For example, research conducted by Imrotul Ummah and friends highlights the importance of a child-friendly approach in creating a learning environment that supports students' cognitive and social development in elementary schools (Imrotul Ummah et al., 2024). Imrotul Ummah found that students' active involvement in the learning process can increase their self-confidence and creative thinking abilities. Other research by Wachidah & Putikadyanto focuses on school management strategies in implementing child-friendly education principles to support student character development (Wachidah & Putikadyanto, 2024). Wachidah revealed that collaboration between teachers, students and parents is the key to the success of child-friendly education programs. These two studies show the importance of a holistic approach in implementing child-friendly education, but there are still gaps in its implementation in various schools, including at SDIT Buah Hati. This research will complement previous studies by providing a special focus on how child-friendly educational management can support the development of student independence and creativity.

However, in this research, the focus is on implementing child-friendly education



management at SDIT Buah Hati as an effort to develop student independence and creativity. This research not only explores the strategies used by schools, but also assesses the effectiveness of these approaches in creating an inclusive learning environment and supporting student potential. The main focus of this research is how management aspects, such as planning, implementing and evaluating child-friendly education programs, can be integrated to encourage students to become more independent and creative individuals. Apart from that, this research also highlights the role of teachers, parents and students in creating synergy that supports the success of this program. With this specific focus, the research is expected to be able to provide a comprehensive picture of the challenges and opportunities in implementing child-friendly education in Islamic-based elementary schools, especially at SDIT Buah Hati. It is hoped that the results of this research can provide practical contributions to the development of more adaptive and effective educational policies and practices.

It is important to carry out this research to contribute to improving the quality of education that is oriented towards developing student character through a child-friendly education management approach. By examining implementation at SDIT Buah Hati, this research can reveal how good educational management can encourage students to become more independent and creative. Apart from that, it is hoped that this research will be able to provide practical solutions for schools in overcoming obstacles that may arise in implementing child-friendly education. The findings from this research can also be a reference for other schools wishing to adopt a similar approach to improve the quality of their education. By focusing on developing independence and creativity, this research contributes to the formation of students who not only excel academically, but also have the ability to think critically and innovatively. Therefore, this research has high relevance in the context of efforts to create a competent and characterful young generation in the era of globalization.

2. RESEARCH METHOD

This research uses a descriptive qualitative design to describe the implementation of child-friendly educational management in developing student independence and creativity at Integrated Islamic Elementary School (SDIT) Buah Hati. This design was chosen because it allows researchers to explore in depth the processes, strategies and obstacles faced in implementing child-friendly education. Researchers focus on collecting narrative and interpretive data through observation, interviews and documentation. This approach also allows researchers to understand the social and cultural context of schools that influences the implementation of educational management. With this design, it is hoped that a comprehensive picture of child-friendly education management practices can be obtained. This research places emphasis on the direct experiences of participants, such as teachers, students and school principals.

Data collection techniques were carried out through three main methods, namely participant observation, in-depth interviews, and document analysis (Sugiyono, 2023). Observations were carried out to see firsthand how child-friendly principles were applied in learning activities and school management. Interviews were conducted with principals, teachers, students and parents to obtain rich information about their experiences and views. Meanwhile, document analysis includes a review of the curriculum, school work program, and relevant evaluation documents. The aim of using this triangulation method is to ensure that the data obtained is more valid and includes various



points of view. These three techniques are used synergistically to obtain in-depth and detailed data.

Data sources in this research include main informants and relevant documents. The main informants consist of school principals, teachers, students and parents at SDIT Buah Hati who have direct involvement in the implementation of child-friendly education. Documents used include school work programs, activity reports, student evaluation results, and other relevant supporting documents. The selection of data sources was carried out using purposive sampling, taking into account the linkage and relevance of informants or documents to the research focus. This data source is used to provide a clearer context regarding management practices in schools. By combining various data sources, it is hoped that this research will be able to provide a more holistic picture.

Data validity techniques are carried out through triangulation of sources, methods and time to ensure the validity and reliability of the data obtained. Source triangulation was carried out by comparing data from various informants, such as school principals, teachers and students. Method triangulation is applied by comparing the results of observations, interviews and document analysis to ensure consistency of information. Meanwhile, time triangulation was carried out by collecting data at different times to avoid temporal bias. In addition, member checking was carried out by asking participants to reconfirm the results of interviews or observations that had been analyzed. These techniques ensure that the data obtained is reliable and representative.

The data analysis technique used is the interactive analysis model of Miles and Huberman, which includes three main stages: data reduction, data presentation, and drawing conclusions. Data obtained from the field is reduced by organizing and simplifying the information according to the research focus. After that, the reduced data is presented in the form of narratives, tables or diagrams to make interpretation easier. In the final stage, researchers draw conclusions based on findings that are relevant to the research focus. The analysis was carried out iteratively, allowing for reflection and revision during the research process. With this technique, complex data can be processed into meaningful and structured information.

The technique for drawing conclusions is carried out deductively-inductively, namely by drawing conclusions based on empirical data in the field and connecting them with relevant theories. Researchers began by identifying the main findings from the results of data analysis, then relating them to the concepts of child-friendly education, independence and creativity. This conclusion is strengthened by data that has been verified through triangulation and member checking. Apart from that, researchers also considered the local context of SDIT Buah Hati to ensure that the conclusions drawn were in accordance with existing reality. This technique ensures that the research results are not only descriptive, but also provide practical recommendations. Thus, this research is able to provide relevant theoretical and practical contributions to the development of child-friendly education.

3. RESULT AND DISCUSSION

The research results show that the implementation of child-friendly education management at SDIT Buah Hati is carried out through structured and directed policies. School principals have an important role in designing programs that support the creation of a learning environment that is safe, inclusive, and supports student potential. Teachers at this school adopt a student-centered learning approach by providing space for students to actively participate and express ideas. In addition, the school provides supportive physical facilities, such as attractive classrooms and safe play areas, to



create a pleasant learning atmosphere. Regular activities, such as group discussions and creative projects, help students feel comfortable in learning while honing their creativity and independence. However, this implementation is not free from challenges, such as differences in student abilities and the need to adapt teaching methods. Overall, this effort has succeeded in creating a learning environment that is more child-friendly and supports student potential.

The results of interviews with teachers show that they have implemented various learning methods to increase students' creativity and independence. One method used is project-based learning, which encourages students to complete assignments independently and creatively. Teachers also provide challenges in the form of analysis or discussion tasks that trigger students to think critically and creatively. Extracurricular activities such as art, music and science experiments also provide a platform for students to explore their creative potential. However, teachers mentioned that there are challenges in managing heterogeneous classes, especially ensuring that all students receive adequate attention. Some students need extra guidance, especially in building self-confidence and time discipline. This shows the importance of increasing teacher capacity in dealing with the diversity of student needs.

From the results of observations, students at SDIT Buah Hati showed a high level of enthusiasm in teaching and learning activities. Students are more confident in expressing opinions and actively participating in group discussions. Students' ability to work together also seems to have improved, where they are able to share tasks and complete projects together well. In addition, students' independence can be seen in their habit of completing assignments without relying on continuous teacher assistance. However, there are still some students who experience difficulties in terms of consistent time discipline and responsibility for the assignments given. This indicates the need for a more personal approach to helping students who still need additional attention. However, overall, child-friendly learning at this school has succeeded in creating an atmosphere that supports positive student development.

From the analysis of the documents reviewed, it appears that school programs have been designed to systematically support the principles of child-friendly education. One example is weekly reflection activities that encourage students to evaluate their behavior and achievements. Other documents such as student evaluation reports show an increase in aspects of student creativity and independence after this program was implemented. However, evaluations carried out by schools still face obstacles, especially in providing specific and standardized measuring tools to assess the implementation of child-friendly principles. Apart from that, the document also shows that collaboration between schools and parents needs to be improved to support consistent learning at home. This weakness is an important note for future program development, especially in terms of measuring and reporting student learning outcomes. With a more comprehensive evaluation, schools can improve and strengthen their child-friendly education programs.

The following are the results of observations and interviews related to aspects of student independence and creativity before and after implementing child-friendly education management.

Table 1. Comparison of Student Independence and Creativity Before and After Implementation

Aspects	Before Implementation	After Implementation	Improvement (%)
Independence in Learning	60%	80%	20%



Creativity in Learning	55%	75%	20%
Time Discipline	50%	70%	20%
Ability to Work Together in Groups	65%	85%	20%
Confidence in Presentations	55%	78%	23%

From the table above, the implementation of child-friendly education management at SDIT Buah Hati shows a positive impact on the development of student independence and creativity. Independence in learning increased by 20% from 60% to 80%, indicating that students are now more able to complete assignments independently without relying on teachers. Creativity in learning also increased by 20%, from 55% to 75%, which shows that students are more actively participating in activities that involve creativity, such as group projects and art activities. In addition, students' time discipline increased by 20%, from 50% to 70%, which reflects that students are increasingly able to manage their time well in completing assignments.

Improvement was also seen in the aspect of the ability to work together in groups, which rose 20% from 65% to 85%. This shows that students are increasingly effective in working together in completing group assignments. Students' confidence in presentations increased by 23%, from 55% to 78%, indicating that students felt more confident to share their opinions in front of the class. Overall, the implementation of child-friendly education management has succeeded in creating a learning environment that supports the development of students' independence, creativity and social skills at SDIT Buah Hati.

Discussion

The results of this research show that the implementation of child-friendly education management at SDIT Buah Hati has succeeded in increasing students' independence, creativity, time discipline, ability to work together and self-confidence. This significant increase in various aspects is in line with the findings of previous research conducted by Listiana, which also found that a child-friendly approach can strengthen students' independence and create a more creative environment (Listiana et al., 2024). In Listiana's research, the application of management that focuses on developing character and social skills also results in an increase in students' collaboration and discipline abilities. Therefore, these findings confirm that a child-friendly educational environment has a positive impact on developing students' potential holistically.

Apart from that, research by Sanjaya which examines the application of child-based education models in increasing students' creativity and independence also supports the results of this research (Sanjaya, 2020). They found that learning that encourages students to take an active role and be responsible for their learning process can improve creative thinking skills and independence. The results of this research which show a 20% increase in creativity and independence also reinforce the importance of implementing child-friendly educational management, which provides more opportunities for students to develop independently and creatively. Thus, the results of this research provide an important contribution to understanding how education that is inclusive and supports character development can have a positive impact on the quality of education at the primary level.

Overall, this research found that the implementation of child-friendly education management at SDIT Buah Hati had a positive impact on student independence and creativity. An inclusive learning environment, creative learning programs, and child-friendly physical facilities are the main



factors for this success. However, several obstacles such as the need for teacher training, more effective classroom management, and improvements to evaluation tools still need to be addressed. This research recommends increasing teacher capacity through continuous training and strengthening collaboration between schools and parents. In addition, schools need to develop a more specific and relevant evaluation system to accurately measure the success of child-friendly programs. With this effort, it is hoped that SDIT Buah Hati can become a model for other schools in creating a learning environment that supports the holistic development of student potential. This research also provides theoretical and practical contributions to the development of child-friendly education policies in the future.

This research provides theoretical and practical contributions to the development of child-friendly education management at the elementary school level. Theoretically, these findings strengthen the argument that structured school management, oriented towards the needs of children, and supported by the leadership of a visionary principal can significantly improve aspects of student independence, creativity, time discipline, collaboration, and self-confidence. Improvements in various indicators indicate that a student-centered learning approach, support for conducive physical facilities, and a systematic reflective program can serve as a model for implementation for other schools. Practically, the results of this study provide concrete references for school administrators in designing policies, learning strategies, and evaluation systems that align with the principles of child-friendly education, including the importance of strengthening collaboration between schools and parents.

However, this study has several limitations. First, it was conducted in a single school, so generalizing the findings to a broader context requires caution. Second, although quantitative data on student achievement increases are available, the evaluation instruments used are not yet fully standardized and require further development to ensure more objective and comprehensive measurement of child-friendly principles. Third, the challenges of heterogeneity in student abilities and the need for teacher capacity building indicate that the program's success is still influenced by internal human resource factors. Therefore, further research with a broader scope and a more robust evaluation design is needed to enhance the validity and utility of these findings.

4. CONCLUSION

Based on the discussion of the research results above, it can be concluded that the implementation of child-friendly education management at SDIT Buah Hati has succeeded in having a positive impact on the development of students' independence, creativity, time discipline, ability to work together and self-confidence. Implementing an approach that focuses on developing students' character and social skills has proven effective in increasing students' learning independence, which is reflected in a 20% increase in this aspect. Apart from that, student creativity also increased by 20%, indicating that an environment that supports freedom of opinion and creativity can encourage students to be more active and innovative in learning. Students' time discipline also experienced a significant increase, reflecting students' ability to manage time better, which is an important part of independent learning. An increase in the ability to work together in groups by 20% also shows that students are more able to collaborate with their friends in completing group assignments. Confidence in presentations which increased by 23% shows that students are increasingly confident in sharing their ideas and work results in front of the class, which is an



important aspect in developing character and communication skills. Thus, these findings confirm that child-friendly educational management can create a conducive environment for the development of students' independence, creativity and social skills.

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