



Child-Friendly School Management in the Development of Students' Enthusiasm for Learning at West Bontang Elementary School

Yorinda Kadang^{1*}, Usfandi Haryaka², Yudo Dwiyono³

Master of Educational Management, Mulawarman University

Corresponding Author: Yorinda Kadang Yorinda75@gmail.com

ARTICLE INFO ABSTRACT

Keywords: Management, Leadership, Child-Friendly School, West Bontang Elementary School

Received: 19, August

Revised: 20, September

Accepted: 30, October

©2025 Kadang, Haryaka, Dwiyono: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



The success or failure of an educational institution is determined by the principal's leadership and management implementation. The development of child-friendly schools encourages the improvement of education quality standards. This research aims to describe the planning, organizing, implementing, supervising, inhibiting, and supporting factors in child-friendly school management that foster student learning enthusiasm at SDN Bontang Barat. This research employs a qualitative approach, utilizing a case study method. Data collection techniques used through interviews, observation, and documentation, using data sources, namely, informants and documents. Test data validity through source triangulation. The results of this study can be concluded that in the planning stage the principal conducts a meeting to determine the activities to be carried out in the child-friendly school program, in organizing in forming the team the principal will involve all school residents including students so that students can be more enthusiastic about learning, in the implementation stage the principal and teachers make various interesting and child-friendly learning innovations, the principal also forms an anti-bullying movement, in the supervision stage the principal will diagnose learning activities. The obstacle factor found is the lack of complete facilities and infrastructure supporting child-friendly schools, child-friendly school supporting factors are very many including support from related agencies and also from school committees.

INTRODUCTION

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has formed character education in accordance with Pancasila which we call today under the name of the Pancasila Student Profile which was initiated by the minister of education, Nadiem Anwar Makarim in 2020 in line with the existence of this independent curriculum, so that slowly the independent curriculum will become a curriculum that will be used for schools in Indonesia but not as a whole because this curriculum is only in implementation along with the Pancasila student profile is the latest innovation to advance the education system in Indonesia.

The independent curriculum is built based on Pancasila to create a profile of students who have the soul and principles of Pancasila values in every aspect of their lives. Child-friendly education or Child-Friendly Schools (SRA) was born from a big thing, namely the mandate that must be held by the state to fulfill children's rights as stated in the Convention on the Rights of the Child (KHA) which has been ratified by Indonesia in 1990, the demands of Law Number 23 of 2003 concerning Child Protection and Law Number 35 of 2014 article 54, which reads: (1) Children in and around the school must be protected from acts of violence committed by teachers, school administrators or their friends in the school concerned. Everyone is prohibited from treating children by discriminating, disregarding their views, including labeling and denying equality in education for children with disabilities. (Fahlevi et al., 2020) (Rachmawati et al., 2022)

The definition of SRA proposed by the figures has many variations, this is because of the scientific background and viewpoint owned by the figures. This definition does not come out of the substance of child-friendly schools, based on the Regulation of the Minister of Empowerment and Child Protection (Permen P2PA) No. 8 of 2014 article 1 explained that, SRA is a formal, non-formal, and informal education unit that is safe, clean and healthy, caring and cultured for the environment, able to guarantee, fulfill, respect children's rights and protection of children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection.

In line with the definition of a child-friendly school according to the Minister of Ministerial Regulation P2PA No. 8 of 2014, article 1, it states that an open school concept seeks to apply learning that pays attention to the psychological development of its students. Develop learning habits according to the natural and psychological conditions of the child. A child-friendly school program is a school that is open to engaging children and adolescents to participate in social life. (Istiningsih & Dharma, 2021)

LITERATURE REVIEW

The definition of child-friendly schools expressed by Aqib in (Yulianto, 2016) stated that the child-friendly school model provides more prejudice to children. Teachers are aware of the different potentials of all their students, so that in providing opportunities for their students to choose activities and play

activities according to their interests. Child-friendly school programs provide more prejudice for children, children's trust in the learning process to achieve success, and increase children's enthusiasm for learning, so that in providing opportunities for students to choose activities and play activities according to their interests, children become more enthusiastic. (Mumbai, 2023)

This system has a very important essence and urgency, as well as being the main foundation in the continuous improvement of education for the education of the nation's character and culture. However, many problems have arisen and occurred in several schools in East Kalimantan, such as juvenile delinquency among school-age children. In the current era of globalization, violence against children often occurs. This is marked by the emergence of various cases of violence that have spread in the world of education, cases of sexual harassment of students, which is a blurry portrait of the low quality of education products in Indonesia. It can be said that education unconsciously undergoes a process of de-humanism and de-democracy. Education has undergone a process of regression with the erosion of the values of humanity and democracy that it contains. (Zulhamri, 2023)

The collapse of the moral values of the nation's children today also has a bad impact on the values and attitudes, as well as the decline in children's learning at this time. This is due to several factors; one of the most powerful factors is that the current young generation is not able to control themselves and filter out outside cultures that are in accordance with our culture. So that they are carried away by the current of following outside culture, then the use of gadgets in elementary school students occurs without supervision and assistance from parents when they are at home.

Students are easily influenced by the development of trends and socialization on social media. So parents must be extra careful in educating their children at home. The decline in ethics and morals that is happening today also has an impact on all school residents; the role of teachers is the most important, in addition to the role of family and society. One way to improve this moral deterioration is by strengthening character education not only at home, but also in a structured manner at school. (Hajaniah & Arifin, n.d.)

The success or failure of an educational institution is determined by the leadership of the principal and the management of its implementation. School leadership is important in increasing school awareness, which minimizes efforts to discriminate against the educational environment. School principals have an important role to play in realizing child-friendly schools that provide conventions on children's rights. A concept influenced by the idea of children's rights, which sees the principal's job as encouraging the child's overall development and providing educators with the opportunity to manage child-friendly learning. Creating a child-friendly environment that collaborates with multiple partner networks. (Sirly & Supriyanto, 2023) Teachers and parents should work together to create a child-friendly education system that provides good education and guidance to children, as well as creates a comfortable and fun atmosphere in the classroom. (Sivaram et al., 2019)

From the results of initial observations at SDN Bontang Barat, the researcher obtained information about child-friendly school activities aimed at providing positive activities to students. The learning atmosphere at SDN Bontang Barat was observed from the aspect of enthusiasm. Information was obtained that many innovations were made from the media and learning models carried out by teachers, so that the students' enthusiasm for learning was quite good. The tasks given to students are always done and collected on time, the classroom atmosphere is active, and students learn in groups with anyone regardless of race, ethnicity, or religion; there is no gap/special group in the association. The 5S culture (smile, greeting, greeting, and manners) and responding with enthusiasm to both greetings and questions and answers in class are also well developed. Another enthusiasm is also seen from the reference of previous research conducted by Rofius Setyo, which stated that the indicators of learning enthusiasm are activeness in the classroom, students' attention to teachers and peers, response, and self-involvement of students in forming good character for students in class. (Setyo Wirowidagdo et al., 2023)

The development of students' character depends on how the learning process is carried out at school and at home. With the change of the curriculum to an independent curriculum, teachers at SDN 002 Bontang Barat must innovate and make breakthroughs to improve the quality of students. The development of school programs at SDN 002 Bontang Barat also has the title of an environmentally friendly school (Adiwiyata) as well as a Child-Friendly School (SRA). This school also always strives to integrate the cultivation of values and the formation of children's character in every learning activity.

Rahmawati, in her research, stated that SRA can be implemented through quality learning. Innovative learning is expected to provide services to students to develop their potential. This is one of the factors that must be applied in a child-friendly school; in this case, students are involved in various activities that can develop their abilities (learning by doing). Students are allowed to pitch their ideas, publish their work, and participate in the maintenance of school facilities. (Rahmawati, F., 2022)

Child-friendly schools are established on the basic principles of children's rights as outlined in the 1990 Convention on the Rights of the Child (UNICEF, 2004). Three important ideas that are interrelated are the core of the concept of child-friendly schools, namely child-centeredness, democratic engagement, and inclusion. It is said to be "child-friendly" if a school provides a clean, safe, healthy, and protective environment for students. The development of child-friendly schools encourages higher educational institutions and standards. (Sirly & Supriyanto, 2023)

Based on the background of the problem and the findings that the researcher has explained, the researcher is interested in conducting research with the title "Child-Friendly School Management in the Development of Student Enthusiasm for Learning at SDN Bontang Barat".

METHODOLOGY

This study uses a qualitative approach with a case study method. Data collection techniques are used through interviews, observations, and documentation, using data sources, namely, informants and documents. Test the validity of data through source triangulation

RESULT AND DISCUSSION

During the course of the research, the researcher sees, notes, hears, and documents everything involved. All data that the researcher obtained during the research were analyzed in the discussion in accordance with the formulation of the existing problem, namely, child-friendly school management in the development of students' enthusiasm for learning.

Planning in Child-Friendly School Management in the Development of Students' Enthusiasm for Learning at SDN Bontang Barat

From the results of the research, it can be seen that SDN 002 Bontang Barat has carried out the child-friendly school management planning process by involving all school residents, including students, as a manifestation of the organizing process, where each teacher is assigned their own tasks. The principal will hold a meeting in advance regarding the program to be carried out, which is useful for effectiveness and efficiency, which will later make the program well planned. The involvement of educators and education personnel will create a cooperative situation so as to increase productivity. This is in accordance with adjusting the plan based on the involvement of human resources to increase effectiveness in the future (Leko et al., 2023).

In terms of participation, the planned form of child-friendly education will involve students as well. Student involvement in various things, such as the arrangement of benches and classroom decoration, also installs posters of child-friendly schools. Child-friendly schools are an effort to improve school organizations that emphasize children's physical and mental health and pay more attention to access to education, equity, and quality. Therefore, the role of teachers in child-friendly schools is to have complete control over the child and the environment to create a proper learning environment, free from violence, abuse, and to maintain the dignity of the child (Yamada & Setyowati, 2022).

Before implementing the planned child-friendly program, educators must be equipped with an understanding of child-friendly schools, as evidenced by the presence of a delegation of educators and education personnel to participate in training related to child-friendly schools, socialization to school residents and school outlets about child-friendly schools, such as from related agencies.

Organizing in Child-Friendly School Management in the Development of Student Learning Enthusiasm at SDN Bontang Barat

The stage after planning is organizing. Child-Friendly Schools (SRAs) are educational approaches that aim to create a safe, comfortable, and inclusive learning environment for all students. Organizing in the context of SRA involves various aspects that support the fulfillment of children's rights to education as well as the development of students' character and emotional well-

being. According to Septiani (2012), organizing is a way of organizing work and allocating work among members of the organization so that the goals of organizing can be achieved effectively and efficiently. In addition, according to Saefrudin (2017), organizing is a process of dividing work into smaller tasks, assigning those tasks to people according to their abilities, and allocating resources, as well as coordinating in order to effectively achieve goals.

Organizing in a Child-Friendly School involves collaboration between various parties to create a safe and inclusive learning environment. With the right management model, the fulfillment of the right to education, emotional support through counseling guidance, and bullying reduction efforts, SRA can make a significant contribution to the development of students' character and well-being.

From the perspective of George R. Terry's management function, this aspect of organizing reflects the process of job allocation, delegation of power, and division of tasks in the organization. The principal is expected to provide motivation, direction, and effective communication so that all plans can be realized properly. The principal not only allocates tasks but also ensures that each team member has a clear understanding of their role and is involved in the decision-making process. This creates a collaborative and harmonious work environment that supports the achievement of school goals. Komariyah, Amon, et al (2021)

The organization in this child-friendly school shows efficiency and effectiveness in achieving the goal of increasing student learning enthusiasm. With a clear division of tasks, active participation of all school members, and the support of official documents, the school can run the child-friendly school program well. Child-friendly school policies can create a conducive environment for the enthusiastic development of children's learning, so that students improve their learning achievements. Child-friendly schools can also ensure that all activities are directed to the development of character and student achievements.

Implementation of Child-Friendly School Management in the Development of Student Learning Enthusiasm at SDN Bontang Barat

In accordance with the joint commitment at the beginning of the planning stage, the implementation of child-friendly schools at SDN 002 Bontang Barat requires good cooperation between school residents, parents, and the community in general. Therefore, schools and parents should cooperate in fulfilling and protecting children's rights. In schools, teachers should be able to replace parents, and vice versa; parents should also be able to become teachers when students are at home.

In its implementation, teachers in schools also make various learning innovations about child-friendly schools, whose goal is for teachers to provide emotional support and create a safe environment that can increase student involvement. Support from parents and peers also contributes positively to student motivation. According to laypeople (Zariayufa et al., 2022), the school is considered "child-friendly" if it pays attention to the health protection system and maintains the safety of children. Schools provide a safe, clean, healthy, and protective environment for children, children's rights are respected, and all

children, including poor children, disabled, and of ethnic and religious minority origin, are treated equally (Çobanoğlu et al., 2018). Schools must also create harmony between schools and communities so that children can learn about norms and interactions.

This child-friendly school program is basically a program that has the principle of non-discrimination, attaches importance to the best needs of children, and fulfills children's rights, both the right to life, the right to respect in opinion. So that school principals, teachers, and education staff are required to understand the concept of the child-friendly program itself. Child-Friendly Schools, in essence, are those that the school provide all children's rights in full, as well as classroom and school management. Thus, in its implementation, Child-Friendly Schools must respect the rights of students when expressing their views in all matters, especially about science, technology, art, and culture, so that students feel comfortable and fun in the learning process and can help increase students' enthusiasm for learning.

The form is like a child-friendly means of rasarana, understanding of child-friendly schools as evidenced by the presence of a delegation of educators and education staff to participate in training related to child-friendly schools, socialization to school residents and school outlets about child-friendly schools as evidenced by writing or bener related to child-friendly schools.

Supervision of Child-Friendly School Management in the Development of Students' Enthusiasm for Learning at SDN Bontang Barat

Supervision is a very important management function to ensure the success of the organization. By understanding the key aspects of oversight and implementing them effectively, organizations can achieve their goals, improve performance, and maintain business sustainability. At the management supervision stage, there are several key elements involved to ensure that all processes and activities run according to the plan that has been set. Here are some of the key aspects of supervision in management. This includes evaluation and corrective actions if there are found to be obstructive factors in the management process.

At SDN 002 Bontang Barat, the supervision process starts from the principal diagnosing teaching and learning activities, when the supervisor will find several obstacles, and the principal will evaluate what obstacles occur. Supervision is usually carried out once a week, or if there are no other obstacles or activities. From the results of the evaluation, it was found that the students were very enthusiastic about the child-friendly school program. In principle, the implementation of the child-friendly school program at SDN Bontang Barat has been running in accordance with the indicators set by child-friendly schools, but in accordance with the explanation above about the evaluation of child-friendly schools, several obstacle factors were also found.

Inhibiting and Supporting Factors in Child-Friendly School Management in the Development of Students' Enthusiasm for Learning at SDN Bontang Barat

The obstacle factor found is the lack of completeness of several supporting facilities and infrastructure, but taking care of the educators at SDN

002 Botang Barat, the inhibiting factor is very easy above because child-friendly schools focus on behavior, so child-friendly schools will continue to run optimally even without adequate facilities and infrastructure. Even apart from that, many factors support child-friendly schools, including support from related agencies and also from school committees.

The most important aspect of such supervision is how the competence of educators as educators becomes a Learning experience that involves constructive feedback from teachers can help students understand their strengths and weaknesses. This encourages them to continue to try and improve themselves as an effort to develop enthusiasm for learning (Nancy et al., 2023)

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the research in the previous chapter, it can be concluded into the following points that:

1. At the planning stage, the principal holds a meeting to determine the activities that will be carried out in the child-friendly school program. Teachers will be provided with training first. At the meeting, the principal also formed a team to carry out their respective duties and roles; in organizing the team, the principal would involve all school residents, including students, so that students could be more enthusiastic about learning
2. At the stage of implementing the principal and teachers carrying out various interesting and child-friendly learning innovations, the principal also formed an anti-bullying movement so that students are more comfortable, and the output and activities of these students are more enthusiastic about learning
3. At the stage of supervision, the principal will diagnose learning activities, and then at this stage, obstacles and supporting factors will be found. The principal is very agile in dealing with the obstacles experienced by directly asking about obstacles and finding solutions; the relevant agencies and also the school committee, are very supportive of the existence of this child-friendly school program.
4. The obstacle factors found are the incomplete number of child-friendly school supporting facilities and infrastructure. The supporting factors for child-friendly schools are very numerous, including support from relevant agencies and also from school committees

FURTHER STUDY

This research has limitations, so further research on this topic is still needed.

REFERENCES

- Achta Pratama, F., & Giatman, M. (2021). Principal Leadership Management in Building Teacher Competence. *Dirāsāt: Journal of Islamic Management and EducationWebsite: Journal*, 7(1), 35–50.

- Ali, S., & Hasanah, E. (2021). The Leadership of the Principal in Ensuring the Quality of Education During the Covid-19 Pandemic at SMA Muhammadiyah 3 Yogyakarta. *Scientific Journal of Mandala Education*, 7(1), 264-272. <https://doi.org/10.36312/jime.v7i1.1735>
- Anas Sudijono. (2016). *Introduction to Educational Evaluation*. Rajawali Press.
- Angelliza Chantica, J., Cahyani, R., & Romadhon, A. (2022). The Role of Supervisory Management: Commitment, Planning, Employee Ability (Literature Review Msdm). *Journal of Applied Management Sciences*, 3(3), 247-256. <https://doi.org/10.31933/jimt.v3i3.829>
- Ardadiansyah. (2017). Performance of High School Teachers in Tenggara City. *Journal of "Gerbang Etam" Balitbangda Kab. Kukar*, 11(1), 66-74.
- Azizah, N. P. N., & Amalia, N. (2023). Adiwiyata Activities as a Means of Planting Pancasila Student Profiles in Elementary Schools. *Journal of Social Morality*, 8(1), 46-63. <https://doi.org/10.21067/jmk.v8i1.8422>
- Banur, A. (2014). *Qualitative Research, Methodology, Design, and Data Analysis Techniques*. Media Discourse Partners.
- Çobanoğlu, F., Ayvaz-Tuncel, Z., & Ordu, A. (2018). Child-friendly schools: An assessment of secondary schools. *Universal Journal of Educational Research*, 6(3), 466-477. <https://doi.org/10.13189/ujer.2018.060313>
- Day, C. (2016). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 52(2).
- Erni Trisnawati and Doni Juni Priansa. (2018). *Leadership and Organizational Behavior*. PT Refika Aditama.
- Fahlevi, R., Jannah, F., & Sari, R. (2020). Implementation of Ecological Citizenship-Based River Environmental Care Character Through the Adiwiyata Program in Elementary Schools. *Journal of Social Morality*, 5(2), 68-74.
- Fahmi, C. N. (2014). The Influence of Organizational Culture and Principals' Leadership on Teacher Performance. *Serambi Ilmu Journal*, 19(2), 81-85.
- Fitriani, S., Istaryatiningtias, & Qodariah, L. (2021). A child-friendly school: How the school implements the model. *International Journal of Evaluation and Research in Education*, 10(1), 273-284. <https://doi.org/10.11591/IJERE.V10I1.20765>
- Hajaniah, Y., & Arifin, J. (n.d.). Strengthening Students' Nationalist Character Through Child-Friendly Programs in Elementary Schools. *Strengthening Character Education Through Citizenship Learning*. 96-106.
- Hakim, A. (2014). *Dynamics of Human Resource Management in Organizations (Conventional Approach and Islamic Values)*. EF Press Digimedia.
- Hasan Basri. (2014). *Leadership of school principals*. CV Pustaka Setia.
- Istiningsih, G., & Dharma, D. S. A. (2021). Integration of Diponegoro Character Values in Learning to Form Pancasila Student Profiles in Elementary School. *Culture*, 16(1), 25-42. <https://doi.org/10.24832/jk.v16i1.447>
- Juhji et al. (2020). *Public Relations Management in Educational Institutions*. Widina Bhakti Persada.
- Jusuf Soewandi. (2012). *Introduction to Research Methodology*. Media Discourse Partners.
- Keizer, H. De, & Pringgabayu, D. (2018). The Influence of Principal Leadership, Motivation, and School Culture on Teacher Performance at SMK ICB Cinta Niaga, Bandung City. *JMBI UNSRAT (Scientific Journal of Business Management and Innovation, Sam Ratulangi University)*, 4(1), 14-25. <https://doi.org/10.35794/jmbi.v4i1.17402>

- Khoiriyah, L. (2013). Management of Facilities and Infrastructure in Supporting the Learning Achievement of Students at Madrasah Ibtidaiyah (MI) Association for the Improvement of Indonesian Education (GUPPI) Kalibangan North Lampung. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Ki Hajar Sulaksono. (2016). *Leadership and Organizational Culture*. CV Budi Utama.
- Kurniawan, A. S., Prastowo, P., Darussalim, & Harahap, L. P. (2017). Enthusiasm for Learning Languages Science Students in Cross-Interests in Biology at Man 2 Model Medan. *Journal of Pelita Pendidikan*, 5(1), 108–117.
- Kurniawan, F., Satyagraha Adiputra, Y., & Maritime Raja Ali Haji, U. (2023). Implementation of Child-Friendly School Policy in Batam City. *Aufklarung: Journal of Education*, 3(2), 143–154.
- Leko, T., Kamisi, M., Abbas, I., & Pancasila and Citizenship Education Studies, P. (2023). SUPERVISOR OF THE PRINCIPAL IN REALIZING THE PARTICIPATION OF PPKn TEACHERS AT SMP NEGERI 2 TERNATE CITY.
- Mahmud. (2011). *Educational Research Methods*. Pustaka Setia.
- Mohammad Zaini. (2021). Prophetic Leadership Management Efforts to Improve Teacher Performance and Responsibility in Islamic Educational Institutions. *Southeast Asian Journal of Islamic Education Management*, 2(1), 74–85. <https://doi.org/10.21154/sajiem.v2i1.45>
- Muhammad Gadung. (2019). The Influence of School Principal Leadership and Organizational Culture on Teacher Performance (Case Study at the Darussalam Ciputat Education Foundation, Tangerang City. *Journal of Creative Science*, 7(1).
- Munawarah, R., Aslamiah, A., & Rizalie, A. M. (2023). Relationships with Principal Transformational Leadership, Interpersonal Communication, Self-Efficacy, and Work Discipline of High School Teachers in Hulu Sungai Selatan District. *International Journal of Social Science and Human Research*, 06(03), 1888–1895. <https://doi.org/10.47191/ijsshr/v6-i3-65>
- Mutia, S. (2023). Implementation of the Child-Friendly School Program at MIN 27 South Aceh. *Desultanah-Journal of Education and Social Science*, 1(2), 62–83.
- Muwahid Sulaiman. (2012). *Educational Supervision*. Achima Publishing.
- Nela Seriyanti, Syarwani Ahmad, D. (2021). THE INFLUENCE OF PRINCIPAL LEADERSHIP AND THE ROLE OF SCHOOL COMMITTEES ON THE SUCCESS OF SCHOOL-BASED MANAGEMENT. *Journal of Educational Management, Leadership, and Supervision*, 6(1).
- Noviana, F. W., Dinar Permata, S., Ulfa, U., & Afifah, N. (2023). GLOBAL EDUCATION JOURNAL The Role of Teachers in Motivating Students to Improve Writing Skills in the Independent Curriculum in Grade 1 SDN Tempuran 1 Paron. 1(2).
- Nur Fitri Amalia, D. H. Z. (2022). Analysis of Madrasah Ibtidaiyah Character Education Management in Realizing a Generation with Moral Character. *Journal of Basicedu*, 6(2).
- Nurlinda Safitri, Arita Marini, & Maratun Nafiah. (2022). School-Based Environmental Management in Character Cultivation and Sustainable Environmental Awareness in Elementary Schools. *Journal of Basic Education*, 13(01), 1–9. <https://doi.org/10.21009/jpd.v13i01.27060>
- PATIENCE, B. I., & ONYEKACHUKUWU, B. H. (2016). The Leadership Role Expectations of Primary School Head-Teachers in Making the School Child-Friendly. *ResearchGate.net*, June 2014.
- Rachmawati, N., Marini, A., Nafiah, M., & Nurashiah, I. (2022). Project to Strengthen Pancasila Student Profiles in the Implementation of the Prototype Curriculum

- in Elementary School Level Driving Schools. *Journal of Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>
- Rahman, M. F., Wijaya, C., & Nasution, I. (2023). Child-Friendly School in Inclusive Education (A Study of School Leadership in SPNF SKB Medan). *EDUTEC: Journal of Education and Technology*, 7(2), 574–581.
- Rahmawati, F., & S. (2022). Child-Friendly School Program Management in an Effort to Build Student Character at MAN 4 Bantul, Yogyakarta. *Educational Management Journal*, 4(2).
- Rangkuti, S. R., & Maksum, I. R. (2019). Implementation of Child-Friendly School Policy in Realizing a Child-Friendly City in Depok City. *Public (Journal of Administrative Sciences)*, 8(1), 38. <https://doi.org/10.31314/pjia.8.1.38-52.2019>
- Saputra, F., & Ali, H. (2022). The Application of Poac Management: Economic Recovery and National Resilience during the Covid-19 Pandemic (Literature Review of Poac Management). *Journal of Applied Management Science*, 3(3), 316–328. <https://doi.org/10.31933/jimt.v3i3.733>
- Seto Mulyadi et al. (2019). *Qualitative and Mixed Methods Research*. Raja Grafindo perse.
- Setyo Wirowidagdo, R., Listiani, I., Universitas PGRI Madiun, P., & Negeri, S. (2023). Increasing the Learning Enthusiasm of Grade II Sdn 2 Plunturan Students Using Learning Video Media. pp. 8, 2900–2909.
- Sirly, J. A., & Supriyanto. (2023). The Role of Principals in Building Child-Friendly Schools at SD Kita Bojonegoro. *Journal of Educational Management Inspiration*, 11(1), 265–278.
- Sivaram, M., Hudaya, A., & Hapzi, A. (2019). Building a Purchase and Purchase Decision: Analysis of Brand Awareness and Brand Loyalty (Case Study of Private Label Products at Alfamidi Stores in Tangerang City). *International Journal of Educational Management and Social Science*, 1(2), 235–248. <https://doi.org/10.31933/DIJEMSS>
- Study, P., Engineering, P., Engineering, F., & Semarang, U. N. (2023). *ACADEMIC Nectar Cahaya Sabda, Familiyah Hanung, Alfiyatun Ni 'mah, Dedi Yusuf*. 8(3), 32–39.
- Sulistiyorini. (2018). The Relationship Between Principal's Managerial and Organizational Climate and Teacher Performance. January-June, 6(1), 2021.
- Susilo. (2013). *Research Methods in the Field of Quantitative and Mixed Qualitative Education*. He is the Publisher.
- Syakir, M. J. (2015). The Influence of Headmaster Leadership, Work Motivation, and Organizational Culture on Teachers' Competency in High School. *Journal of Educational Management Accountability*, 3(2), 226–240.
- Vivin Maharani Achmad Sani Suprayanto. (2013). *Human Resource Management Research Methodology (Theory, Questionnaire, and Data Analysis)*. UIN Maliki Press.
- Wicaksono, S. A. (2015). THE INFLUENCE OF BRAND AND DESIGN ON CONSUMER BUYING INTEREST (Case Study of Honda CS One Motorcycle Consumers at 54 Motorcycle Dealers in Pekalongan). *The influence of brands and designs on consumer buying interest*, 20–21.
- Winarsih, B. (2022). Analysis of the application of character education for grade III students through the Pancasila student profile strengthening program in elementary schools. *Journal of Education and Counseling*, 4(4), 2388–2392.
- Yamada, S., & Setyowati, R. N. (2022). The Role of Teachers in Overcoming School Bullying as an Effort to Realize Child-Friendly Schools at SMP Negeri 2 Wates,

- Kediri Regency. In *The Role of Teachers in Overcoming School Bullying*, JCMS (Vol. 7, Issue 1).
- Zariayufa, K., Cahyadi, S., & Witriani, W. (2022). The Role of Parents, Teachers & Peer Support on Vocational School Students' Involvement in Online Learning. *Journal of Education FKIP UNMA*, 8(3), 973–980.
- Zulhamri. (2023). Juvenile Delinquency Becomes a Complaint of Sangatta Residents, Cough Medicine, and Glue Abuse. *East Kalimantan Newspaper*.