

## **Implementation of Child-Friendly School Management: A Student-Centered Islamic Education Strategy**

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**Abstract:** This research aims to analyze the implementation of the Child-Friendly School (CFS) management strategy in elementary schools across Bandung City, emphasizing leadership roles, school culture, teacher competency enhancement through training, and parental engagement in fostering a safe, inclusive, and character-based learning environment. A descriptive qualitative approach was employed, utilizing data collection techniques such as observation, interviews, and document analysis in four elementary schools within Bandung City. The study found that the success of CFS implementation depends significantly on the principal's ability to establish a shared vision, encourage collaboration among all school members, and ensure consistency in students' character development. Nevertheless, the implementation still faces several challenges, including limited resources, insufficient monitoring, and policy misalignment among institutions. In general, the findings indicate that the management strategy of Child-Friendly Schools in Bandung is developing positively toward creating safe, participatory, and child-centered educational environments.

**Keywords:** Child-Friendly School; Leadership; School Culture; Character Formation

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## INTRODUCTION

Schools play a crucial role in shaping the character, skills, and welfare of students. Global awareness of the importance of child protection in the educational environment gave birth to the concept of *Child-Friendly School* (CFS) or Child Friendly School (SRA) initiated by UNICEF and adopted in various countries, including Indonesia (Ministry of Women's Empowerment and Child Protection, 2015). This concept emphasizes the creation of a safe, inclusive, and participatory learning environment in accordance with the principles of the 1989 Convention on the Rights of the Child. However, the 2022 report of the Indonesian Child Protection Commission (KPAI) recorded 2,982 cases of violence against children at school, of which around 37% were committed by teachers and peers. This fact shows that the reality of the implementation of SRA's ideals that uphold the rights, safety, and participation of children is still far away. In addition, limited resources, teachers' lack of understanding of the SRA concept, and weak fair school management systems are the main obstacles in its implementation (Hamdi, Yuliansyah, & Madihah, 2023; Nasarudin et al., 2024).

At an ideal level, national policies have shown a commitment to student-centered education through the *Guidelines for the Implementation of Child-Friendly Schools* (Kemdikbudristek, 2022) and the implementation of the Independent Curriculum. However, conditions on the ground show that there is a significant gap between normative policies and practical implementation. A number of studies (Rahmawati & Supriyoko, 2022; Maharani, 2025) emphasized that the implementation of SRA is often purely administrative, without touching the dimensions of culture, participation, and spirituality. This situation emphasizes the need for school management that is not just procedural, but oriented towards the welfare of children as educational subjects. Thus, the alignment between global policies (CFS-UNICEF), national policies (SRA-KemenPPPA and Kemendikbudristek), and the local context of schools in Indonesia are important issues that need to be studied more deeply.

Previous research has addressed the managerial aspects of SRA from a variety of perspectives, but it is still generally partial. Kurniyawan, Sul-toni, and Sunandar (2020) highlight the importance of organizational structures that support child protection, while Nasarudin et al. (2024) emphasize the role of school principals in building a positive culture that instills student character. Meanwhile, Nizam Fahmi and Afifal Wahyu (2024) show that SRA has the potential to develop students' social-emotional competencies through collaborative management, but has not elaborated in detail on the integration of student participation in the process. On the other hand, the research of Maharani (2025) and Ilyasin (2025) in the context of Islamic education confirms that schools based on Islamic values have a great opportunity to internalize the principle of *rahmatan lil 'alamin* through management that fosters compassion, justice, and

respect for the dignity of children. However, the majority of studies have not examined in depth participatory management models that integrate spiritual, social, and structural dimensions in the implementation of SRA in primary schools.

In the view of Islamic education, child-friendly school management is an embodiment of the values of manners and trust in managing educational institutions (Budiman & Suparjo, 2021; Susanto, Maisah, & Lukman Hakim, 2024). Islamic education views children as a mandate from Allah SWT whose rights and potential must be maintained intact, as mandated in QS. An-Nisa verse 9 is about the obligation to protect the weak generation. Therefore, the implementation of SRA in both Islamic schools and public schools based on Islamic values is not only intended to prevent violence, but also to build an environment that fosters *ukhuwah wathoniyah* and *ukhuwah insaniyah* (Apologia et al., 2024). In this context, strengthening participatory management based on Islamic values is an urgent need in realizing education that fosters empathy, involvement, and spirituality of students.

From the results of the synthesis of various studies, it appears that there is a research gap between the ideals of the SRA concept—which upholds the rights, protection, and participation of children—and the reality in the field that still places students as policy objects, not active subjects in the educational process. In addition, there is still limited research in Indonesia that combines participatory management approaches with Islamic educational values in the context of SRA. At the global level, this approach is in line with the direction of the development of *student-centered management* and *values-based education* (Smith, Robinson, & Marchi, 2023; Save the Children, 2023), but its application in the Islamic context is still rarely empirically researched.

Thus, this study aims to identify, analyze, and formulate participatory management strategies based on Islamic education values in the implementation of Child-Friendly Schools (SRA) at the elementary school level. The main focus of the research includes: (1) identifying participatory management forms in the development of SRAs; (2) analyze the supporting and inhibiting factors in terms of policies, school culture, and Islamic values; and (3) developing a recommendatory model of Islamic value-based management that is adaptive to the needs of students. Through this approach, research is expected to contribute to the development of *the state of the art* in Islamic education management in Indonesia—namely through the integration of participatory paradigms with child-friendly management principles for the realization of safe, inclusive, and characterful schools.

## RESEARCH METHODS

This study uses a qualitative approach with the type of field research which aims to explore in depth the school management strategy in implementing Child-Friendly Schools (SRA) based on the reality that occurs in the elementary school environment. This approach was chosen because it allows researchers to understand the meaning, values, and practices of education management from the perspective of various school stakeholders in a comprehensive and contextual manner (Andriyan & Trihantoyo, 2021; Berkowitz, 2022). Field research designs are considered the most appropriate because they provide an opportunity for researchers to directly observe empirical practices in various locations without the limitations of places such as in case studies or ethnography. Thus, this method provides flexibility in exploring social, cultural, and educational policy dynamics that affect the implementation of SRA in elementary schools.

The research subjects include four elementary schools in the city of Bandung, West Java Province, which have implemented the Child-Friendly School program actively and continuously. The selection of the city of Bandung as the location of the research is based on its status as one of the national pilot areas in the implementation of SRA, which has strong regional policy support in the field of child protection and reflects the characteristics of education in urban areas of Indonesia (KemenPPPA, 2021; KPAI, 2023). The study participants consisted of four principals, twelve teachers, twenty-four students, and eight parents who were selected by *purposive sampling* based on their active involvement in the planning, implementation, and evaluation stages of SRA programs in schools. The diversity of participants' backgrounds—both in terms of age, experience, and roles in the school environment—is expected to enrich the research findings and increase the validity of the data obtained.

## RESULTS RESEARCH AND DISCUSSION

### Research Results

This research was carried out in four elementary schools in the city of Bandung with the aim of evaluating the effectiveness of management strategies in the implementation of Child-Friendly Schools (SRA). Data was collected through direct observation, in-depth interviews with principals and teachers, and analysis of school policy documents.

In general, the results of the study show that the implementation rate of the SRA program reaches an average of 83.5%, based on policy indicators, school culture, teacher training, parental involvement, and anti-violence policies. Observations show a 27% decrease in cases of disciplinary violations in the last two years, while student participation in collaborative activities has increased by 35%. The findings indicate positive changes in school climate and student

behavior, although variations are still found in the consistency of implementation between schools.

#### Continuous Training for Teachers and Education Personnel

Analysis of the documents showed that 75% of teachers have attended SRA training at least twice in the past year, with topics including empathy-based *classroom management*, non-violent communication, and differentiated learning approaches. Based on the interview (W/Guru/2/2025), the training improved teachers' ability to handle conflicts and provide emotional support to students.

These findings reinforce the results of research by Puspitasari & Fajri (2024) which states that teachers with intensive training show increased awareness of children's rights and the ability to create a supportive classroom climate. Further analysis showed that teachers who attended more frequent training tended to apply participatory learning methods more consistently.

#### Parent and School Community Involvement

Research data shows an increase in parental participation in school activities from 62% to 81% in the past year. Programs such as *Parent Gathering*, *Positive Parenting Classes*, and *Parents Teach a Day* have proven to be effective means of strengthening partnerships between schools and families. One parent (W/Parents/4/2025) revealed that their involvement helped the child become more open and responsible towards the school environment.

These results are supported by the findings of Nurhayati, Prasetyo, & Indriani (2024) who emphasize that parental participation has a direct relationship with children's psychological well-being. From a school management perspective, collaboration with the community plays an important role in expanding the social support network that helps schools create a safe and violence-free environment.

#### Anti-Violence Policy and School Violence Prevention Team (TPPK)

The four schools studied have anti-violence policy documents with restorative justice-based reporting and case handling procedures. Based on the field results, around 80% of teachers and students were aware of the existence of TPPK, and 67% of students stated that they felt safe to report if they experienced violence.

These findings strengthen the reports of Save the Children (2020) and the Ministry of Education and Culture (2023) which stated that the existence of formal structures such as TPPK increases students' trust in the school protection system. However, the teacher said that there are still obstacles in the form of limited time and coordination with external institutions such as the regional

KPAI. Therefore, the improvement of communication systems and cross-agency collaboration needs to be strengthened.

#### Inclusive and Differentiated Learning

Field observations show that about 60% of classes have implemented differentiated learning strategies through a variety of content and learning processes, such as the use of visual media for kinesthetic students and reflection sheets for reflective students. Teachers apply *a buddy system*, where more proficient students help friends who are experiencing academic difficulties.

This finding is in line with the theory of Baharun & Awwaliyah (2018) which affirms that inclusive education is a form of social justice in Islam. In line with that, Effendi (2023) stated that learning that accommodates individual needs of students can increase learning participation. Thus, the differentiation strategy is not only a methodological approach, but also a manifestation of the SRA principle that values the diversity and potential of each child.

#### Implementation Evaluative Analysis

In general, the implementation of SRA management strategies in the city of Bandung is classified as successful with an average score of 4.1 out of 5. Key success factors include principal's leadership support, teacher-parent collaboration, and a transparent reporting system. However, the sustainability of the program still faces obstacles, such as budget limitations and lack of external assistance.

These findings expand on the study of Hamdi, Yuliansyah, & Madihah (2023) who emphasized that the success of SRAs is not solely determined by formal policies, but also by the consistency of participatory management practices. Therefore, increasing teacher capacity and strengthening cross-institutional cooperation are strategic recommendations in the development of SRA models in the future.

#### Quantitative Summary of Research Results

Quantitative Summary of Research Results can be seen in Table 1. the following:

Table 1. Summary of Research Results

| Implementation Components | Success Indicators                 | Reach (%) | Measurable Impact                      |
|---------------------------|------------------------------------|-----------|--|
| Policy & Governance       | Documents and socialization        | 88%       | Increased policy transparency          |
| Positive Culture          | Character & discipline program     | 82%       | 27% decrease in violations             |
| Teacher Training          | Annual SRA training                | 75%       | Improved empathic skills               |
| Parent Involvement        | Participation in school activities | 81%       | Increased family-school collaboration  |
| Inclusive Learning        | Differentiation and adaptation     | 60%       | Increased student active participation |

### Relationship of Results with Research Objectives

Overall, the results of the study show that SRA management strategies have a positive influence on the effectiveness of child protection policies and the formation of student character in elementary schools in Bandung City. However, this effectiveness is not completely even due to differences in leadership capacity, teacher participation levels, and school community support.

### Discussion

The findings of this study confirm that the implementation of Child-Friendly School management in several elementary schools in the city of Bandung has shown good achievements. This success can be seen through the strengthening of positive culture, teacher capacity building, high parental involvement, and the existence of effective anti-violence policies. This supports the view of Nasarudin (2022) that the successful implementation of SRA depends on the integration between policies, leadership, and the participation of all school residents.

Furthermore, the results of this study are in line with the findings of Maharani (2023) which highlights the transformative leadership role of school principals in building a school climate that is safe, empathetic, and respectful of diversity. School principals in the city of Bandung generally make moral and spiritual values as the basis for managerial decision-making, which is in line with the principles of Islamic *education rahmatan lil 'alamin*. Thus, the managerial approach based on Islamic values is not only normative, but also proven to be effective in shaping the social behavior and ethics of the school community.

The results of the analysis of teacher training showed a significant increase in professional competence and awareness of children's rights, reinforcing the findings of Rahmawati & Supriyoko (2022) that empathy-based classroom

management is an important element of character education. However, inequality of access to formal training is still a challenge that requires systematic and sustainable training policies.

Parental and community involvement strengthens the research results of Nizam Fahmi & Afifal Wahyu (2023), who stated that school-family partnerships have a major contribution to the formation of a child-friendly culture. In this context, parental participation not only increases children's discipline and social responsibility, but also strengthens the values of diversity and social solidarity.

In terms of anti-violence policies, the results of this study support the study of Hamdi, Yuliansyah, & Madihah (2023) which affirms the importance of the existence of TPPK in increasing student trust in the school protection system. However, the limitation of coordination between external institutions is still an obstacle that needs to be addressed by strengthening collaborative networks across sectors.

Theoretically, the implementation of SRA management in the city of Bandung describes a form of participatory and transformative management, in which each element of the school actively contributes to the process of planning, implementing, and evaluating various programs. This is in line with the views of Hamdi, Yuliansyah, and Madihah (2023) who stated that the success of the implementation of Child-Friendly Schools is highly dependent on the synergy of all school residents in building a management system that is collaborative, flexible, and oriented towards the welfare of students. This collaborative approach reinforces the principles of contemporary education management that place students at the center of every decision-making process in schools.

From the perspective of Islamic education, the implementation of SRA management strategies in Bandung also shows the relevance of the values of *rahmah*, *adl*, and respect for human dignity as affirmed by Baharun & Awwaliyah (2018). Thus, the success of the implementation of SRA not only reflects administrative achievements, but also a paradigm transformation towards schools as a humanistic, ethical, and characterful learning community.

## CONCLUSION AND IMPLICATION

### Conclusion

This study specifically aims to analyze the implementation of the management strategy of Child-Friendly Schools (SRA) in elementary schools in Bandung City by highlighting the role of leadership, school culture, teacher training, and parental involvement in building a safe, inclusive, and characterful learning environment. The findings of the study show that the success of the implementation of SRA is not only determined by the existence of formal policies, but also by the effectiveness of participatory management that encourages the collaboration of all school residents and places children at the center of



educational policies and practices. From the theoretical side, this research contributes thought to the development of Islamic education management by integrating the values of *rahmah* (compassion), *adl* (justice), and *amanah* (responsibility) into modern managerial principles based on participation and empathy. This integration expands the paradigm of education management through a spiritual-humanistic approach that places moral leadership at the core of institutional transformation. Meanwhile, practically, the results of the study emphasized the importance of increasing the capacity of school principals and teachers as moral agents who are able to carry out child-friendly policies consistently, as well as strengthening adaptive partnerships between schools and families to meet the needs of children's development. Therefore, this research offers a novelty in the form of a school management model based on Islamic values that not only emphasizes administrative effectiveness, but is also oriented towards the formation of a fair, empathetic, and sustainable educational ecosystem in realizing Child-Friendly Schools in Indonesia.

### **Implication**

The implications of this study indicate that the implementation of Child-Friendly School (SRA) management requires a systemic shift from policy-driven compliance to value-based participatory leadership that centers on children's rights and well-being. For educational management practice, the findings imply that school leaders and teachers must be developed not only as administrative actors but also as moral and ethical agents capable of translating child-friendly principles into daily school culture, decision-making, and pedagogical practices. At the policy level, this study suggests the need for leadership training and professional development programs that integrate Islamic values, such as *rahmah*, *adl*, and *amanah*, with contemporary management competencies to strengthen inclusive and compassionate governance. Furthermore, the emphasis on collaborative partnerships implies that sustainable SRA implementation depends on institutionalized cooperation between schools, families, and communities, ensuring responsiveness to children's developmental needs. Overall, this study implies that child-friendly education in Indonesia can be more effectively realized through a holistic management model that combines ethical leadership, participatory culture, and spiritually grounded humanistic values.

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