



## Child-Friendly Education Model and Islamic Character Development in Madrasah Ibtidaiyah Cendekia Pekanbaru

Mursal<sup>1✉</sup>, Muhammad Hafiz<sup>2</sup>, Syamsul Rizal<sup>3</sup>, Rahmad Fauzi Lubis<sup>4</sup>

<sup>1, 2, 3, 4</sup>IAI Diniyah Pekanbaru, Indonesia

Corresponding author: [mursal@diniyah.ac.id](mailto:mursal@diniyah.ac.id)

### ABSTRACT

This study investigated child-friendly education model in shaping student character within Madrasah Ibtidaiyah Pekanbaru, addressing a gap in empirical evidence for its direct impact in Indonesian Islamic schools. Employing a quasi-experimental design with a pre-test post-test non-equivalent control group, 58 Grade 4 and 5 students participated. Data were collected via observation rubrics and student self-assessment questionnaires, validated by experts and pilot-tested for reliability, alongside qualitative teacher interviews. Quantitative data were analyzed using SPSS 26.0, primarily via ANCOVA to compare post-test scores while controlling for pre-test variations. The findings robustly demonstrate the model's significant positive impact on all measured character traits: honesty ( $F(1, 55) = 18.23, p < .001$ ), responsibility ( $F(1, 55) = 22.87, p < .001$ ), discipline ( $F(1, 55) = 15.67, p < .001$ ), empathy ( $F(1, 55) = 10.12, p = .002$ ), and religious values ( $F(1, 55) = 9.88, p = .003$ ). Qualitative data from teacher interviews corroborated these improvements, highlighting enhanced student engagement, social cohesion, and self-regulation. While limited to a single institution, these results provide compelling evidence that a child-friendly approach effectively fosters comprehensive character development in madrasahs, encouraging its broader adoption and further longitudinal research across diverse educational contexts.

### OPEN ACCESS

### ARTICLE HISTORY

Received: 10-01-2025

Revised: 27-03-2025

Accepted: 31-04-2025

### KEYWORDS

Child-Friendly  
Education, Building  
Character, Islamic  
Education, Moral  
Development,  
Madrasah

## 1. Introduction

Character development is a cornerstone of holistic education, recognized globally as crucial for fostering responsible, resilient, and ethical individuals capable of navigating complex societal challenges. (Bertholomous, 2025) In the Indonesian context, particularly within religious educational institutions like Madrasah Ibtidaiyah (Islamic elementary schools), character building is not merely an auxiliary component but an integral part of the curriculum, deeply intertwined with moral and spiritual teachings. However, traditional pedagogical approaches, often didactic and teacher-centered, may not always be optimally effective in cultivating intrinsic motivation and active participation necessary for profound character internalization. This challenge necessitates exploring innovative educational models that are more aligned with child development principles and conducive to fostering positive character traits. (Candrasari et al., 2023).

One promising alternative gaining traction is the child-friendly education model. This approach centers on creating a learning environment that respects children's rights, promotes their active, ensures their safety, and provides a supportive atmosphere free from discrimination and violence (Huang et al., n.d.). Proponents argue that such an environment empowers students, enhances their self-esteem, and encourages the development of empathy, critical thinking, and social responsibility – all fundamental elements of strong character (Yang et al., 2025). Despite its intuitive appeal and increasing implementation, robust empirical evidence specifically detailing the effectiveness of the child-friendly education model in shaping student character within the unique cultural and religious context of Indonesian Madrasah Ibtidaiyah remains limited (Nasarudin et al.,). While some studies have explored its impact on academic performance or psychological well-being (e.g., Lestari & Supriatna, 2018), a focused investigation into its direct influence on character formation, particularly in institutions like Madrasah Ibtidaiyah Cendekia, Pekanbaru, is conspicuously absent from the existing literature. (Cordero-Vinueza et al., n.d.)

The decision to research this topic stems from a critical observation: while the importance of character education is universally acknowledged, the methodologies for its effective implementation often vary, leading to diverse outcomes. Madrasah Ibtidaiyah Cendekia, known for its emphasis on Al-Qur'an memorization alongside general education, provides a unique context to examine how a child-friendly approach might complement and enhance traditional religious instruction in character development. This study seeks to bridge the existing gap in the literature by providing empirical insights into the direct impact of the child-friendly education model on various aspects of student character, including responsibility, honesty, discipline, and religious values, within this specific educational setting (Nurbayani et al., 2024). It aims to contribute significantly to the body of knowledge by offering a comprehensive analysis that could inform policy-making and pedagogical practices in religious and general education alike, both nationally and internationally (Fitriani & Gelang, 2020).

This paper is structured as follows: First, we provide a broad overview of character education and the principles underpinning the child-friendly education model. This section will incorporate a review of relevant literature, highlighting both supporting evidence for and any controversial hypotheses regarding the efficacy of child-centered approaches in character development, acknowledging potential debates on the balance between autonomy and structured guidance (Kohn, 1999; Ryan & Deci, 2000). Second,

we detail the methodology employed in this research, outlining the study design, participants, data collection instruments, and analytical procedures. Third, we present the findings of our investigation, discussing the observed effects of the child-friendly education model on student character. Finally, we conclude with a summary of the principal findings, discuss their implications for educational practice and future research, and highlight the main aim of this work, which is to assess the effectiveness of the child-friendly education model in shaping student character at Madrasah Ibtidaiyah Pekanbaru. Our findings indicate a significant positive correlation between the implementation of a child-friendly education model and improved student character traits. (Vebrianto et al., 2025)

## 2. Method

This study utilized a quasi-experimental design with a pre-test post-test non-equivalent control group to investigate the child-friendly education model's effectiveness (Shadish et al., 2002). The target population included Grade 4 and 5 students at Madrasah Ibtidaiyah Cendekia Tahfizh, Pekanbaru City. Purposive sampling selected two intact classes, forming an experimental group (Grade 4,  $n=30$ ) and a control group (Grade 5,  $n=28$ ), totaling 58 participants.

Data were collected over a 12-week intervention period at the specified madrasah. Instruments included observation rubrics and student self-assessment questionnaires (adapted from validated instruments, e.g., Peterson & Seligman, 2004), both rigorously validated by experts and pilot-tested for reliability. Teacher interview protocols gathered qualitative insights. Pre-tests were administered before the intervention, followed by the experimental group's exposure to the child-friendly model, and then post-tests (Sugiyono, 2022).

Quantitative data were analyzed using SPSS version 26.0. ANCOVA was the primary analytical technique, comparing post-test scores between groups while statistically controlling for pre-test variations ( $\alpha=.05$ ) (Tabachnick & Fidell, 2013). Qualitative interview data underwent thematic analysis (Braun & Clarke, 2006). The researcher maintained a consistent presence during the study. Triangulation of data sources and member checking ensured validity and trustworthiness of the findings.

## 3. Finding and Discussion

### Finding

This section presents the findings from the quasi-experimental study examining the effectiveness of the child-friendly education model in shaping student character at Madrasah Ibtidaiyah Cendekia, Pekanbaru. The results are detailed in subheadings, covering the initial equivalence of the study groups, the quantitative impact of the intervention on various character traits, and the qualitative insights derived from teacher interviews.

#### a. Initial Equivalence of Groups

Before the intervention commenced, independent samples t-tests were conducted on the pre-test scores of the experimental and control groups across all measured character traits: honesty, responsibility, discipline, empathy, and religious values. ((Maziah & Saemah, 2018) The analyses consistently showed no statistically significant differences between the two groups on any of these baseline measures (all  $p$

> .05). This confirmed that the experimental and control groups were comparable in their initial character profiles, establishing a robust foundation for evaluating the subsequent impact of the child-friendly education model.

#### b. Impact on Student Character: Quantitative Findings

The primary analytical approach involved Analysis of Covariance (ANCOVA), which was used to compare post-test character scores between the experimental and control groups while statistically controlling for pre-test scores to account for any initial variability and enhance statistical precision and validity. The results consistently demonstrate a significant positive effect of the child-friendly education model on multiple dimensions of student character. Table 1 provides a comprehensive summary of the descriptive statistics (means and standard deviations) for both groups at pre-test and post-test, along with the ANCOVA results, including F-statistics, p-values, and partial eta squared ( $\eta^2$ ) as a measure of effect size.

#### c. Honesty

The ANCOVA analysis revealed a significant effect of the child-friendly education model on honesty scores,  $F(1, 55) = 18.23, p < .001, \eta^2 = .249$ . Students in the experimental group exhibited a statistically significant increase in honesty scores from pre-test ( $M = 3.51, SD = 0.62$ ) to post-test ( $M = 4.25, SD = 0.55$ ). In stark contrast, the control group showed no significant change in honesty scores from pre-test ( $M = 3.48, SD = 0.60$ ) to post-test ( $M = 3.52, SD = 0.58$ ). This substantial improvement in the experimental group suggests that the child-friendly environment, characterized by trust, open communication, and psychological safety, fostered a greater propensity for truthful behavior and integrity among students, aligning with principles of creating a moral community within schools (Berkowitz & Grych, 1998).

#### d. Responsibility

The ANCOVA also indicated a highly significant impact on responsibility scores,  $F(1, 55) = 22.87, p < .001, \eta^2 = .294$ . The experimental group demonstrated a notable improvement in responsibility from pre-test ( $M = 3.65, SD = 0.58$ ) to post-test ( $M = 4.41, SD = 0.51$ ). Conversely, the control group's responsibility scores remained largely consistent from pre-test ( $M = 3.60, SD = 0.61$ ) to post-test ( $M = 3.67, SD = 0.59$ ). This finding strongly supports the notion that an educational model emphasizing active participation, decision-making, and constructive feedback cultivates a deeper sense of personal accountability and initiative in students (Jones & George, 2017). The increased opportunities for students to take ownership of their learning and classroom tasks appear to be key drivers of this enhanced responsibility..

#### e. Discipline

For discipline, a significant main effect of the intervention was similarly observed,  $F(1, 55) = 15.67, p < .001, \eta^2 = .222$ . Post-test scores for the experimental group ( $M = 4.18, SD = 0.59$ ) were significantly higher than their pre-test scores ( $M = 3.42, SD = 0.65$ ) and significantly greater than the control group's post-test scores ( $M = 3.45, SD = 0.62; M_{pre} = 3.39, SD = 0.64$ ). This improvement suggests that a learning environment

rooted in mutual respect, clear expectations, and positive reinforcement, as opposed to solely external control, effectively cultivates self-regulation and adherence to rules. The focus on understanding, rather than just obedience, appears to foster intrinsic motivation for orderly conduct (Roffey, 2012)

#### f. Empathy

The analysis also revealed a statistically significant effect on empathy scores,  $F(1, 55) = 10.12, p = .002, \eta^2 = .155$ . Students exposed to the child-friendly education model demonstrated significantly higher empathy at post-test ( $M = 4.05, SD = 0.63$ ) compared to their pre-test scores ( $M = 3.30, SD = 0.68$ ) and relative to the control group's consistent scores ( $M_{pre} = 3.28, SD = 0.66; M_{post} = 3.32, SD = 0.65$ ). This outcome underscores the model's capacity to foster socio-emotional learning, which is critical for developing understanding, perspective-taking, and genuine concern for others' well-being. By creating a classroom where diverse perspectives are valued and emotional expression is safe, the model nurtures the roots of compassionate behavior (Narvaez, 2006).

#### g. Religious Values

Finally, religious values, as measured by observable adherence to Islamic practices and ethical principles within the school context, also showed a significant positive change attributable to the intervention,  $F(1, 55) = 9.88, p = .003, \eta^2 = .152$ . The experimental group's post-test scores ( $M = 4.30, SD = 0.50$ ) were significantly higher than their pre-test scores ( $M = 3.80, SD = 0.55$ ), outperforming the control group ( $M_{pre} = 3.75, SD = 0.52; M_{post} = 3.82, SD = 0.50$ ). This suggests that integrating religious teachings within a child-friendly framework, which emphasizes love, compassion, and community spirit, can make their internalization more authentic and deeply meaningful for students, moving beyond rote memorization to lived values. (Hoque et al., 2023).

#### h. Qualitative Insights from Teacher Interviews

The thematic analysis of semi-structured interviews with teachers from both groups provided rich qualitative data that consistently corroborated and deepened the quantitative findings. Four major themes emerged, shedding light on how the child-friendly education model influenced student character.

**Enhanced Student Engagement and Autonomy:** Teachers consistently reported observing a marked increase in students' willingness to participate actively in learning activities, express their opinions freely, and initiate tasks without constant prompting. Teacher A noted, "Before, many students were quiet, often just listening passively. Now, they are eager to ask questions, share their thoughts, and even help their peers voluntarily. There's a newfound confidence." This shift highlights how a non-threatening, supportive, and respectful environment, central to the child-friendly approach, encourages active learning and self-direction. Students felt empowered to contribute, directly impacting their sense of ownership in the learning process (Indira et al., 2022).



**Improved Social Cohesion and Empathy:** Teachers frequently described a noticeable improvement in students' social interactions, characterized by fewer instances of conflict and more spontaneous demonstrations of empathy and mutual support. Teacher B shared, "We observed less bickering and significantly more understanding among the children. They started comforting friends who were sad or sharing their snacks and materials without being explicitly asked. It's as if they've developed a more genuine capacity to feel for others and act upon it." This qualitative observation strongly supports the quantitative finding on empathy and points to the model's success in fostering a positive and inclusive moral atmosphere within the classroom (Higgins & Power, 1991). The focus on collaborative learning and problem-solving in the child-friendly model appeared to facilitate these prosocial behaviors (Liestyasari et al., 2023).

**Greater Self-Regulation and Responsibility:** The interviews frequently highlighted students taking more personal responsibility for their actions, their learning, and their environment. Teacher C commented, "Students now clean up their messes, organize their learning materials, and manage their own small group assignments without constant supervision. When they make a mistake, they're more likely to sincerely apologize and try to rectify it. There's a tangible shift towards a real sense of ownership and accountability for their behavior and learning outcomes." This directly aligns with the quantitative improvements in responsibility and discipline, illustrating how a child-friendly approach nurtures intrinsic motivation for positive behavior and self-management (Ryan & Deci, 2000). The freedom coupled with clear expectations seemed to cultivate inner discipline.

**Challenges and Facilitators:** While the overall feedback was overwhelmingly positive, teachers also identified initial challenges, primarily the adaptation period required for both students and educators to fully embrace the new pedagogical approach. However, they uniformly stressed that clear communication, consistent application of child-friendly principles, and robust administrative support were crucial facilitators for successful implementation. Teacher D emphasized, "Transitioning to this model definitely required initial training and a significant shift in our teaching mindset. But once we fully committed and embraced it, the profound positive changes we saw in the students' character were undeniable and made our roles immensely more rewarding." This highlights that while the model is effective, its successful integration requires dedicated effort and a supportive school culture (Ahmad & Ahmad, 2016).

**Integrated Discussion of Finding,** The integration of quantitative and qualitative results provides compelling and multifaceted evidence for the significant effectiveness of the child-friendly education model in shaping student character at Madrasah Ibtidaiyah Cendekia Tahfizh. The robust statistical improvements across all measured character traits honesty, responsibility, discipline, empathy, and religious values are not isolated numerical increases but are powerfully reinforced and elucidated by the observed behavioral changes and rich perceptual data gathered from teachers. This strong congruence between the quantitative and qualitative data significantly strengthens

the internal validity and generalizability of the findings. The model's inherent emphasis on student rights, active participation, mutual respect, and the creation of a physically and psychologically safe learning environment appears to create a fertile ground for the authentic and intrinsic development of a wide array of desirable character attributes. The findings consistently underscore that an educational approach centered on children's holistic well-being is not merely conducive to enhanced academic engagement, but is also profoundly impactful in fostering comprehensive moral, ethical, and spiritual development within the unique context of an Islamic elementary school. This research offers valuable empirical support for advocating wider adoption of child-friendly pedagogical frameworks in similar educational settings (Nur & Mannuhung, 2022).

## Discussion

This study investigated the effectiveness of the child-friendly education model in shaping student character at Madrasah Ibtidaiyah Cendekia, Pekanbaru. The quantitative findings, showing significant improvements across honesty, responsibility, discipline, empathy, and religious values in the experimental group, are strongly corroborated by qualitative insights from teacher interviews. These results provide compelling empirical evidence supporting the proposed hypothesis that a child-friendly educational approach can profoundly influence character development, particularly within the unique cultural and religious context of an Indonesian Islamic elementary school.

### a. Interpretation of Key Findings

The consistent positive shifts in all measured character traits underscore the holistic impact of the child-friendly education model. The observed enhancement in honesty suggests that a supportive and trusting classroom environment, free from excessive fear of punishment, empowers students to be truthful. This aligns with prior research indicating that psychological safety is crucial for fostering moral courage and open communication (Berkowitz & Grych, 1998). When students feel valued and understood, they are more likely to internalize ethical norms rather than merely conforming to external pressures, (Sumarni et al., 2019).

Similarly, the significant increase in responsibility and discipline can be attributed to the model's emphasis on student autonomy and active participation. By providing opportunities for students to make choices, manage their learning, and contribute to classroom rules, the child-friendly approach cultivates intrinsic motivation for self-regulation (Ryan & Deci, 2000). Teachers' qualitative reports of students taking ownership of their tasks and showing greater self-management reinforce this. This contrasts with more traditional, teacher-centric models where responsibility might be externally imposed, often leading to superficial compliance rather than genuine internalization. This finding supports the work of Jones and George (2017), who highlight that student empowerment is a key success factor in child-friendly school implementations.

The notable improvement in empathy is particularly encouraging. A child-friendly environment, by its very nature, fosters an atmosphere of mutual respect, understanding, and collaboration. Through peer interaction, cooperative learning activities, and discussions that value diverse perspectives, students develop their capacity to understand and share the feelings of others. This is consistent with theories of moral development that emphasize the role of social interaction and perspective-taking in cultivating prosocial behaviors (Narvaez, 2006). The qualitative data, noting decreased conflict and increased compassionate acts, further strengthens this interpretation, suggesting a more harmonious and supportive classroom ecosystem (Yuniastuti & Hasibuan, 2019)..

Furthermore, the positive impact on religious values is significant for the context of a madrasah. While traditional religious education often focuses on rote learning and ritual adherence, the child-friendly model seems to have facilitated a deeper, more meaningful internalization of these values. When religious teachings are integrated into an environment that promotes love, compassion, fairness, and respect – core tenets of many faiths – students are more likely to embody these values in their daily lives. This suggests that the *pedagogy* of religious education matters as much as the content, resonating with findings that an engaging and supportive learning environment can enhance students' motivation for learning, including spiritual development (Lestari & Supriatna, 2018). It indicates that religious and character education are not separate endeavors but can be mutually reinforcing through appropriate pedagogical approaches.

#### **b. Broader Context and Implications**

These findings contribute significantly to the existing body of knowledge on character education and child-friendly schooling, especially within non-Western, religiously oriented educational systems. While the concept of child-friendly schools is widely promoted globally (e.g., by UNICEF principles), empirical studies detailing its direct effectiveness on specific character traits within Islamic schools are relatively scarce. This study provides concrete evidence that adapting universal child-friendly principles to local cultural and religious contexts can yield substantial positive outcomes in character formation

The results suggest that a shift towards more child-centered, rights-based pedagogical models in madrasahs can lead to more deeply ingrained character traits, moving beyond mere behavioral compliance. This has profound implications for educational policy and practice in Indonesia and other Muslim-majority countries. Policymakers should consider supporting broader implementation and professional development for teachers in child-friendly methodologies. For school administrators, these findings underscore the importance of fostering a school culture that prioritizes student well-being, participation, and emotional safety, recognizing these as foundational to character development (Roffey, 2012)

#### **c. Limitations and Future Research Directions**

While the study provides robust evidence, certain limitations warrant consideration. As a quasi-experimental design, random assignment was not possible,



which may introduce unmeasured confounding variables, despite the pre-test equivalence. The study was also confined to one madrasah in Pekanbaru City, limiting the generalizability of the findings to other contexts. Future research could address these limitations by (1) Conducting randomized controlled trials in diverse madrasah settings across different regions to enhance external validity. (2) Incorporating longitudinal studies to assess the long-term sustainability of character improvements resulting from the child-friendly model. (3) Exploring specific components of the child-friendly model (e.g., peer mediation programs, democratic classroom practices) to identify which elements have the strongest impact on particular character traits. (4) Investigating the role of teacher training, school leadership, and parental involvement as mediating factors in the successful implementation and outcomes of child-friendly education models. This could involve more detailed qualitative inquiry into the experiences and perceptions of parents and community leaders.

#### 4. Conclusion

This study clearly demonstrates the significant effectiveness of the child-friendly education model in shaping student character at Madrasah Ibtidaiyah Cendekia Tahfizh, Pekanbaru City. Our quantitative analysis revealed substantial improvements in student honesty, responsibility, discipline, empathy, and religious values within the experimental group. These findings were strongly supported by qualitative insights gathered from teacher interviews, which highlighted enhanced student engagement, improved social cohesion, and greater self-regulation. This robust evidence underscores that a pedagogical approach prioritizing student well-being, active participation, and a supportive learning environment is indeed highly effective in fostering comprehensive character development.

We conclude that the child-friendly education model is a powerful framework for character formation in elementary Islamic schools, moving beyond traditional didactic methods to nurture intrinsic values. Its ability to simultaneously enhance universal character traits and strengthen specific religious values within a madrasah context highlights its adaptability and profound benefits. Given these compelling results, we strongly recommend its wider adoption across similar institutions. Comprehensive professional development for educators in child-friendly pedagogies is crucial to ensure successful implementation. Furthermore, policymakers should actively consider integrating these proven principles into national character education frameworks, recognizing their potential for deep and lasting impact on young minds.

Looking ahead, future research should build upon these findings. Conducting larger, longitudinal studies across diverse madrasah settings will be vital to confirm external validity and assess the long-term sustainability of these character improvements. Investigating specific components of the child-friendly model and mediating factors like parental involvement would also offer deeper insights into its mechanisms. Ultimately, this research affirms that cultivating nurturing environments built on respect and empowerment is fundamental to raising responsible, empathetic, and morally upright individuals ready to contribute positively to society.

## Bibliography

- Ahyar, H., & Juliana Sukmana, D. (2020). Buku Metode Penelitian Kualitatif & Kuantitatif Seri Buku Hasil Penelitian View project Seri Buku Ajar View project. *ResearchGate*.
- Bertholomous, D. (2025). *Sekolah Ramah anak Kajian Teori dan Praktek* (1st ed.). CV Literasi Nusantara Abadi
- Candrasari, I., Humaidi, M. N., & Arifin, S. (2023). Sekolah Ramah Anak dalam Perspektif Pendidikan Agama Islam pada Jenjang Pendidikan Dasar. *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam*, 16(02). <https://doi.org/10.32806/jf.v16i02.6260>
- Cordero-Vinueza, V., Niekerk, F., Cities, T. van D., & 2023, undefined. (n.d.). Making child-friendly cities: A socio-spatial literature review. *Elsevier*. Retrieved August 13, 2025, from
- Hajaroh, M., Rukiyati, R., Purwastuti, L. A., & Saptono, B. (2020). The implementation of indonesia's child friendly school policy based on environment in the coastal tourist area of Gunungkidul, Indonesia. *Geojournal of Tourism and Geosites*, 31(3). <https://doi.org/10.30892/gtg.31312-535>
- Hoque, K. E., Zohora, M. F., Islam, R., & Al-Ghefeili, A. A. A. (2013). Inclusive Education into Mainstream Primary Education: A Comparative Study between Malaysia and Bangladesh. *International Journal of Learning and Development*, 3(3). <https://doi.org/10.5296/ijld.v3i3.3737>
- Huang, W., Chong, M., Tang, L., Nursing, X. L.-J. of P., & 2025, undefined. (n.d.). Child-friendly healthcare: A concept analysis. *Elsevier*. Retrieved August 13, 2025, from <https://www.sciencedirect.com/science/article/pii/S0882596324003968>
- Indira, E. W. M., Hermanto, A., Pramono, S. E., & Arbarini, M. (2022). Management of Inclusive Early Childhood Education Based on Child Friendly School. *Journal of Positive School Psychology*, 6(4).
- Liestyasari, S. I., Karsidi, R., Asrowi, & Rahman, A. (2023). Challenges of implementing child-friendly school model in Surakarta, Indonesia. *International Journal of Evaluation and Research in Education*, 12(4). <https://doi.org/10.11591/ijere.v12i4.25149>
- Maziah, A. M., & Saemah, R. (2018). The development of mypobes-PAF: A health education program with child-friendly approach to prevent obesity among children. *Indian Journal of Public Health Research and Development*, 9(11). <https://doi.org/10.5958/0976-5506.2018.01682.0>
- Nasarudin, N., Undefined. (N.D.). The Urgency Of Child Friendly Schools (Cfs) In Arabic Language Learning In Madrasah (Islamic School). *Conferences.Uin-Malang.Ac.Id*. Retrieved August 13, 2025, From [Https://Conferences.Uin-Malang.Ac.Id/Index.php/Icied/Article/View/2607](https://Conferences.Uin-Malang.Ac.Id/Index.php/Icied/Article/View/2607)
- Nur, I., & Mannuhung, S. (2022). Pelaksanaan Hak Dan Kewajiban Guru Berdasarkan Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen Pada Upt Sma Negeri 1 Luwu Utara. *Jurnal Andi Djemma: Jurnal Pendidikan*, 5(2). <https://doi.org/10.35914/Jad.V5i2.1327>
- Nurbayani, S., Wijaya, R., Rozak, A., & Hadian, V. A. (2024). Direction Child-Friendly School Regulation in Indonesia. *Atlantis-Press.Com*. [https://doi.org/10.2991/978-2-38476-360-3\\_135](https://doi.org/10.2991/978-2-38476-360-3_135)
- Sugiyono. (2022). Metode Penelitian Kuantitatif, Kualitatif, dan R&D – MPKK – Toko

- Buku Bandung. In *Alfabeta cv*.
- Sumarni, S., Ramadhani, R., Sazaki, Y., Astika, R. T., Andika, W. D., & Prasetyo, A. E. (2019). Development of “child friendly ICT” textbooks to improve professional competence of teacher candidates: A case study of early childhood education program students. *Journal for the Education of Gifted Young Scientists*, 7(3). <https://doi.org/10.17478/jegys.596095>
- Vebrianto, R., Budiawan, A., Thahir, M., & Luthfi Hamzah, M. (2025). Governance and Development of Child Friendly Educational Unit (CEA) Models in Indonesia. *Pasca.Jurnalikbac.Ac.Id*, 6(2), 310–328. <https://doi.org/10.31538/munaddhomah.v6i2.1703>
- Yang, M., Cho, T. Y., Liu, X., & Dai, Y. (2025). Research status and development direction of Child-Friendly Cities: a bibliometric analysis based on VOSviewer. *Taylor & Francis*, 24(1), 443–452. <https://doi.org/10.1080/13467581.2023.2292082>
- Yuniastuti, E., & Hasibuan, H. S. (2019). Child-friendly green open space to enhance the education process for children. *IOP Conference Series: Earth and Environmental Science*, 243(1). <https://doi.org/10.1088/1755-1315/243/1/012161>