

# Total Transformative Learning Model in Child-Friendly School

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## Abstract:

This study aims to analyze about; 1) the profile of child-friendly schools in Indonesia, 2) the child-friendly school management model, and 3) the challenges of implementing child-friendly-based management models. A case study qualitative approach with a multi-site design is used in this study. The sites studied selected child-friendly schools representing various levels in Indonesia to obtain comprehensive data. The results showed that the management of child-friendly schools was carried out according to the process, namely planning, organizing, implementing, and supervising the implementation of safe, comfortable, healthy schools, free from acts of violence and discrimination, free to express opinions and participate in making decisions according to their capacity achievement of educational goals. Although the management model developed has different approaches and styles, it refers to a holistic management model that integrates the Total Quality Management Model and the Total Transformative Learning Model. Its main characteristics are sustainable development, growing awareness, and how collegial works. Meanwhile, the challenges faced in implementing Child-Friendly Schools are related to efforts to raise awareness of school residents and parents in forming a mindset according to the Child-Friendly School concept.

**Keywords:** *Child-Friendly Schools, Wellbeing-School, School Management Model*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang; 1) profil Sekolah Ramah Anak di Indonesia, 2) model manajemen sekolah ramah anak, 3) tantangan penerapan model manajemen berbasis Ramah Anak. Pendekatan kualitatif jenis studi kasus dengan desain multi situs digunakan dalam penelitian ini. Untuk memperoleh data yang komprehensif, maka situs-situs yang diteliti dipilih sekolah-sekolah ramah anak yang mewakili berbagai jenjang di Indonesia. Hasil penelitian menunjukkan bahwa manajemen sekolah ramah anak dilakukan sesuai proses, yaitu merencanakan, mengorganisasikan, melaksanakan, dan mengawasi penyelenggaraan sekolah yang aman, nyaman, sehat, bebas dari tindak kekerasan dan diskriminatif, bebas mengungkapkan pendapat, dan berperan serta dalam mengambil keputusan sesuai dengan kapasitas pencapaian tujuan pendidikan. Model manajemen yang dikembangkan meskipun berbeda pendekatan dan gayanya, tetapi pada dasarnya mengacu pada model manajemen holistik yang mengintegrasikan Total Quality Manajemen Model dan Total Transformative Learning Model. Ciri utamanya yaitu

pengembangan yang berkelanjutan, menumbuhkan kesadaran secara utuh dan cara kerja kolegal. Sedangkan tantangan yang dihadapi dalam penyelenggaraan Sekolah Ramah Anak yaitu berkaitan dengan upaya menumbuhkan kesadaran warga sekolah dan orangtua dalam membentuk mindset sesuai konsep Sekolah Ramah Anak.

**Kata Kunci:** *Sekolah Ramah Anak, Wellbeing School, Model Manajemen Sekolah*

## INTRODUCTION

Good management is important to run all organizations in the world (Meydan & Köksal, 2019; Banmairuroy et al., 2021). Management deals with effective resource use. Therefore, the school management in its activities orientates to optimize the use of school resources and organize them effectively to obtain its educational objectives (Cobanoglu et al., 2018; Azizi et al., 2021).

In the millennial era in which human faces digital modernization challenges, it is important to provide a suitable and innovative model to avoid the technological gap among students (Tri et al., 2021). Keeping pace with technological advances, the school has to prioritize comfortability and security for its students. The choosing of management model has to consider humanity values. In reality, physical and psychological violence often occur at school, even in the pandemic era (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2020). It gives students an uncomfortable and insecure feeling at school. Hence, it needs a school management model which can provide a comfortable and secure environment for students (Dinh et al., 2021).

Many studies offer educational management models to answer the challenges. In developed countries, a wellbeing school creates a comfortable and secure environment for children without rejecting the advance of technology. Schools are indeed considered to be ideal places and play an important role in supporting children's well-being (Powell & Graham, 2017; Fajri et al., 2022). Spatial planning and building design (Barrett et al., 2015), and flexible learning spaces (Kariippanon et al., 2018) in school institutions have an impact on student performance and wellbeing.

One of the countries developing the model is New Zealand (Boyd & Lawes, 2019). The model developed is Positive Behavior for Learning (PB4L) School-Wide. PB4L School-Wide itself has actually been developed since the 1980s at Oregon University. Then in 2010 the PB4L School-Wide framework was developed at the Ministry of Education (Bridgman et al., 2018)

Some members of OECD also have been implementing the educational model. Germany conducts serious monitoring on students' well-being at school annually. It can be seen from its statistics in 2019, 30% of students of 9 to 14 years old feel happy at school and only 3% of them feel unhappy. The number was from a survey conducted in summer 2019 on students' well-being at schools in Germany (Koptuyug, 2021).

In Indonesia, the model of wellbeing school has not been widely implemented. However, Indonesia has a similar management model. The government through the Children Development Deputy of the Ministry of Women Empowerment and Child Protection has been issued Child-Friendly School Guidelines in Indonesia since 2014. Hence, this school development has not reached its expected objectives, both from quality and quantity. This is

indicated by the number of cases of violence against children even though there are more than a thousand of child-friendly schools have been established in Indonesia. Based on KPAI data, there were 1,567 cases of violence occurring in 2020 (R.N, 2021). These cases include student fights (16 cases), bullying (88 cases) and immoral cases (1463 cases). Both schools and the government need to conduct good managerial efforts to realize child-friendly schools. They have to prioritize children's existence as a human who has mind and feeling. Both schools and the government need to conduct good managerial efforts to realize child-friendly schools. They have to prioritize children's existence as a human who has mind and feeling.

The studies on wellbeing schools and child-friendly schools are urgent and crucial due to the increasing number of violence on children. They often get ill-treatment, physically and verbally. The treatment is known as Child Abuse. Law number 35 of 2014 defines the term as all behavior on children bringing physical, psychological, sexual damage, and/or negligence including illegal threat, coercion, or freedom deprivation. The term Child Abuse often refers to the cases of under 16-year-old children who have been scolded by their parents or caretakers, ruining their physical, psychological health, and their development. It includes emotional-psychological negligence, physical negligence, psychological abuse, and sexual abuse (Ferrara et al., 2019). Based on the research conducted by Hillis, the highest number of children abuse cases occurred in 2014. At least 64% of the children population in Asia experience serious abuse. Meanwhile, 80% of the children experience light abuse such as being slapped on their faces or bottoms by their friends, parents, or even teacher (Hillis, Mercy, Amobi, & Kress, 2016). The research of The Commission for Indonesian Children Protection (KPAI) in 2015 showed that fathers and mothers are among the highest rank of abusers with the percentage of 28 % and 21%, respectively. Meanwhile, the next are teachers and close relatives with the percentage of 10% and 6%, respectively (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2015). In 2017, Global Report 2017: Ending Violence in Childhood revealed that 73.7% of Indonesian children experience abuse to be disciplined at their homes (Know Violence in Childhood, 2017).

CFS implementation has a positive impact on students. It is proven by the research of Bukman Lian et.al revealing that children provided with natural space and instinct to be creative at CFS can think creatively to solve problems at school and outside school (Lian, Kristiawan, & Fitriya, 2018). CFS learning puts children based on their characteristics such as loving to play, joking around, moving around, and being nosy. These characteristics are assisted using a frame of friendly education and it avoids asking children to be mini-adults or breathing robots.

The implementation of the SRA program which shows positive results is also reflected in several other studies (Akhbarturrahman & Aziz, 2020; Arwildayanto, 2020; Rohmana & Suyanto, 2019). The success of the program cannot be separated from the role of school leaders (Baharun et al., 2021; Nursani & Utami, 2019), teachers (Liftiah et al., 2018), school committees (Torro, 2019), parental participation (Umami & Suryono, 2020) and stakeholders

(Ramadhanty & Yohana, 2019). Another study with a literature review (Maulida & W, 2020) examines communication behaviour that exists in schools. The results of the study recommend that in the implementation of Child-Friendly Schools the family is actively involved considering that the family is the foundation in shaping children's behaviour. And the most important thing is also the management of child-friendly schools.

Several research studies were conducted on the management of child-friendly schools. Research conducted by Kurniyawan et al., (2020) and Alfina & Anwar (2020) regarding the management of child-friendly schools, began at the planning, organizing, implementing, supervising stages, and the role of school principals, teachers, parents, and stakeholders in the child-friendly school program. Research conducted by Firdaus (2019) examines Child-friendly School Management, inhibiting factors for child-friendly school management, and factors supporting child-friendly school management at SDIT Nur Hidayah Surakarta.

The aforementioned study on CFS management explains the management of the CFS program in terms of its management function. In addition, it also discusses the obstacles and supports for managing the CFS program. However, examining the management model used in implementing the CFS program needs to be a separate study. This is important because it involves working relationships, interpersonal communication, and the work environment which of course will determine the success and achievement of goals. Therefore, it is important to provide modelling or inspiration from institutions implementing enjoyable child-friendly learning. Some schools have achieved Child-Friendly School predicates such as SMAN 3 Kota Malang as the best Child-Friendly School in East Java (2018), SMAN 2 Mataram as a pilot Child-Friendly School in West Nusa Tenggara since 2014, MTsN 1 Tuban as the big five of Child-Friendly School in Indonesia and MIN 3 Jombang as the best Child-Friendly School at primary school in Indonesia (2019).

Therefore, it is important to provide modeling or inspiration from institutions implementing enjoyable child-friendly learning. Some schools have achieved Child-Friendly School predicates such as SMAN 3 Kota Malang, SMAN 2 Mataram, MTs N 1 Tuban, and MIN 3 Jombang. The research aims to find a comprehensive understanding of the model of child-friendly schools in Indonesia, focusing on; 1) the profiles of Child-Friendly schools in Indonesia; 2) the model of child-friendly school management; 3) the challenges of child-friendly school management implementation.

## RESEARCH METHODS

The research was conducted from October until December 2020. To get comprehensive data, the researcher observed the level of conventional and Islamic elementary school, junior high school, and senior high school. The sites included child-friendly schools such as MIN 3 Jombang, MTsN 1 Tuban, SMAN 3 Malang, and SMAN 2 Mataram. To collect the data, the researcher employed the technique of observation, focus group discussion (FGD), and interview. In addition, the researchers also studied documents related to child-friendly schools. The sites were chosen based on the indicators of child-friendly schools

related to these school policies. The indicators include: 1) Written commitment considered as CFS policy, 2) The Implementation of the child-friendly learning process, 3) Teachers and Educational Staffs trained in the area of children's rights, 4) Child-friendly facilities, 5) Children's participation, 6) Participation from parents, social institutions, business sector, stakeholders, and graduates (Deputi Bidang Tumbuh Kembang Anak KPP dan PA, 2014).

The data analysis technique refers to Spradley model (Spradley, 2016) through stages of; a) determining informants directly involved in the observed cases who are honest and willful to be informants; b) conducting observation and interviewing informants; c) Taking notes on the data collection result; d) Asking descriptive questions; e) Conducting analysis, by investigating parts conceptualized by informants; f) Performing domain analysis, to find out first domains focusing on nominal domains; g) Asking structural question after identifying domain; f) Conducting taxonomic analysis; g) Asking contrast question in which meaning of a symbol can be found by revealing the differences among symbols; h) Conducting component analysis; i) Finding out themes; j) Reporting.

## RESULTS AND DISCUSSION

### The Profiles of Child-Friendly Schools

The concept represented by a child-friendly school is under the concept of wellbeing school in developed countries. The indicators of these two concepts are not quite the same. However, the concept of a child-friendly school has a tendency toward children's rights. The term 'wellbeing' is ambiguous. However, theorists agree that there are psychological, cognitive, and economic domains. They are reflected in the pyramid of wellbeing conceptualizing "wellbeing" as a dynamic process of three interrelated aspects: material and environment condition, relational, and subjective (Powell et al., 2018). Child-friendly school is still a part of a policy of the government, so its implementation is by appointing schools considered able to carry out the indicators of child-friendly school. Based on the findings in the field, it can be identified the profiles of CFS in Indonesia.

First, CFS starts from Adiwiyata or green school. Based on the findings, the four schools start their CFS from adiwiyata (green) school program. Due to their development and achievement as adiwiyata school, the four schools launch and declare themselves as child-friendly schools. Even though in the beginning some of the schools are appointed by the local government, other schools implement the program due to the awareness of the CFS's important values. MIN 3 Jombang declares as CFS in 2019 as it is appointed to be the pilot project of child-friendly Islamic school under the Ministry of Women Empowerment and Child Protection and Ministry of Religious Affairs Jombang due to its achievements. From the start, the school develop a green school concept and achieve the first winner of School with Healthy Environment several times. It was awarded as a Green School in the level of regency in 2014 and an Independent Green School in 2016. Meanwhile, MTsN 1 got the achievement as a National Child-Friendly Islamic School in 2019. In National Children's Day, the award was given by the Minister of Women Empowerment



and Child Protection. MTsN 1 Tuban develops as a green Islamic school by implementing the *adiwiyata* program. After several years of creating green school environment and developing green culture among school members, it was awarded as a National Green Islamic School in 2018. It was appointed as the only pilot project of a child-friendly Islamic school at the level of junior high school by the local government of Tuban due to its green school program and achievements. SMA Negeri 3 Malang has also implemented a green school since the beginning and achieves many awards. Then it independently commits to establish child-friendly education and get the first winner of child-friendly school in East Java. Established in 1977, SMAN 2 Mataram starts to develop child-friendly school management in 2017 after being appointed by Educational Bureau in the recommendation of Women Empowerment and Child Protection Bureau. The school make efforts to fulfill the indicators of CFS based on the *Minister of Women Empowerment and Child Protection Regulation Number 8 of 2014* (Deputi Bidang Tumbuh Kembang Anak KPP dan PA, 2014).

Second, the criteria and indicators of CFS. Generally, the four schools have implemented 7 pillars of CFS based on the achievement indicators including CFS policies; The Implementation of Child-Friendly Learning Process; Teachers and Educational Staffs trained in the area of children's rights; Child-friendly facilities; Children's participation; Participation from parents, social institutions, business sector, stakeholders, and graduates; The Evaluation of CFS Program. Having been newly declared as CFS, MIN 3 Jombang serves as a child-friendly school referring to CFS criteria and indicators mentioned in CFS guidebook. MTsN Tuban also tries to fulfill the indicators of CFS. It implements some good practices such as; 1) The regulation has no point of violation and the punishment. It changes into Positive Discipline Book (b) Positive behavior Point, for students who get the highest number will be rewarded and the announcement is released monthly during flag ceremony; (c) Each teacher becomes a child-friendly guardian and assist 13 students. The student grouping is done randomly in each class. Each teacher assists one student from each class; (d) The complaint mechanism is done by Guidance and Counseling teacher coordinated with the related parties such as class teachers, parents, and the principal; (e) the madrasa (school) has conducted some collaborative agreement (MoU) with some institutions namely police department, public medical center, environment, Child Development Center to support child-friendly learning process; (f) child-friendly facilities including; providing tables with rounded corners; replacing items considered dangerous for students; Putting symbols related to CFS in strategic places to help school members remembering and understanding them; Splitting stairs into two parts, the left side for students who want to go upstairs and the right side for those who want to go downstairs; Separating toilet for men and women. (g) Students' participation; Teachers make a learning agreement or contract with students at the beginning of the learning process to provide comfortability for both teacher and student; Teachers and students prepare shows and artworks. SMAN 3 also fulfills the criteria of CFS as CFS implementation indicators such as policy, curriculum supporting CFS policy, child-friendly learning process, skillful teacher and

educational staffs, sufficient facilities, students' participation, and participation of parents and stakeholders. SMAN 2 Mataram has also implemented CFS based on the existing indicators and fulfilled the six components of CFS. Even though the effort shows good results; it should be fully optimized. It is due to its CFS development background as it is appointed by the local government to carry out the program and it is not developed from the commitment of the school and its academic members. Therefore, it is important to perform socialization and internalization to achieve the objective of CFS.

#### The Child-Friendly School Management Model

The management of a child-friendly school involves a series of processes such as planning, organizing, implementing, monitoring school operation providing secure, comfortable, healthy, violence-free, speak-free, and non-discriminative environment, and being involved in the decision making based on the capacity to achieve the educational objective effectively and efficiently (Alfina & Anwar, 2020).

The child-friendly school process and management model in MIN 3 Jombang are conducted in several stages; Preparation Stage, including CFS declaration; socialization to academic members and society assisted by Women Empowerment and Child Protection department; building the commitment of academic members; forming CFS team/decreed; Coordinating three pillars (school, students, and parents); Identifying potencies; Development Stage including; Planning the program of CFS and planning the continuity of the policy, program, and activity. Program realizing CFS consists of the green school program, healthy snack (healthy canteen), honesty canteen, literacy program, free smoke and drug program, disaster safe school, school health unit, and violence-free school. Developing participatory delegation model to give authority to CFS to implement the program based on the achievement indicators supported by school members, parents, society, and the government. CFS management process in MTsN 1 Tuban was started by conducting Preparation Stage of forming CFS team; Declaring the commitment of CFS; Holding a workshop on CFS and children's right convention; Planning by integrating policy, program, and activities found in School Activity Plan, program, and activities of School Activity Plan; the next step is Implementation Stage by carrying out policy, program, and activities of School Activity Plan and trying to fulfill the indicators of CFS. The school develops a collegial management model and total transformative learning model, which is developing the awareness of school members using habituation and learning process referring to CFS team plan and CFS criteria and indicators. SMAN 3 Malang employs a collegial management model to implement CFS. It can be seen from the model characteristics, one of which is humanistic based on the assumption that an agreement can be achieved when all members of an organization share general values and actively participate in the decision-making. Furthermore, Cultural Model is also seen in the CFS management model of SMAN 3 Malang. It shows that informal culture as the organization characteristic has the same importance as the formal structure in understanding its management process (Bush, 2020). Therefore, the school employs both

formal and informal communication among the students, teachers, educational staffs, and structural officials. Meanwhile, SMAN 2 Mataram shows a different management model from SMAN 3 Malang. Based on the characteristics, it employs a classical management model by carrying out the instruction from the higher level, namely the local education bureau. However, the management model of the school gradually changes to a collegial model. It refers to the fact that a certain component of the school can make its planning, take action, and evaluate the program of CFS. An example is during the implementation of a child-friendly learning process consisting of the lesson plan making, the implementation, and evaluation, the school can prepare all of them in accordance with its need and the lesson characteristics.

These four schools develop the management model using different approaches and styles. However, they refer to holistic management model integrating Total Quality Management (TQM) and Total Transformative Learning (TTL) Model, mainly characterized by developing continuous improvement and total awareness and collegial work in the implementation of CFS (Coleman, 2017; Smith & Duckworth, 2022).

#### The Challenges of Child-Friendly School

Challenges are unavoidable in implementing an educational program. CFS implementation generally faces challenges such as 1) internal challenges including to develop CFS concept awareness and mindset among school community takes a long time because some parties consider that the program will lower the prestige of the teachers and the school. In addition, the program will lessen the students' obedience toward the school regulation; 2) external challenges come from parents and the environment who consider the program will spoil the students. Not all parents pay attention to their children's activities at school. Many of them still believe that they are only responsible for funding the school. However, based on the data from the teachers, most of the problems faced by the students are started from their homes. For example, a student who has learning difficulties at school faces a heavy load of problems at home. The worst, the students are involved in brawls and sexual violence cases outside the school. When the CFS policy has been implemented, it should provide the students with a secure and comfortable feeling that they cannot get from outside the school. The social culture and habits also become a challenge in implementing the values of CFS on students since the ideal concept of the school to spread love, respect each other, and share happiness (wellbeing school) is often in conflict with the reality of bullying and violence occurred in the society.

Hence, all the challenges should be answered since it needs a process to achieve an ideal CFS. As stated by Remiswal and Junaidi, the realization of a child-friendly school is about the process of a child attending classes with eager, enthusiastic, happy, secure, and comfortable. It is expected that all parties gradually support the implementation of CFS. Furthermore, they realize that children have the right to get protection and against violence referring the Law number 23 of 2002 article 54 concerning child protection stating "It is obligatory that children at school and within school area be protected from a violent act



committed by teachers, school administrators or his/her peers at the schools or other education institution". School is an educational institution expected to change negative behaviors into positive ones. Therefore, it should pay attention to the cases outside the school. The school management needs to make effort to support the commitment of CFS implementation in Indonesia. If it can be implemented comprehensively, the children's security and comfortability can be achieved.

The principles of CFS are in accordance with the educational objectives. Hence, it should be launched as a national movement to be implemented by all schools to minimize attitude and behavior contradicting the CFS concept. The four schools discussed in the research can be the CFS model. Even though they are still in the implementation and development process, they have done the best practice which can be used as development materials for other schools. The management model needs to be done holistically by improving the awareness and participation of all parties to keep the improvement (continuous improvement) to develop the values and principles of CFS as the term of wellbeing school used by the developed countries.

The concept of wellbeing school is not the same as a child-friendly school in Indonesia. However, many of its references can create an enjoyable learning atmosphere for students and an optimal learning result. Wellbeing school defines as a school condition with a dynamic process of three interrelated aspects, namely material and environment condition, relational, and subjective aspects (Powell et al., 2018).

## CONCLUSION

Child-Friendly School (CFS) is the development of the Adiwiyata School (green school). Due to their achievement as adiwiyata school, the four schools launch and declare themselves as child-friendly schools independently or by local government appointment. In general, they have implemented the 7 pillars of CFS in accordance with its achievement criteria and indicators. However, in the practice, they develop the program based on their unique characteristics and have the best practice that can be a model for other schools developing CFS. The implementation of child-friendly schools is done by conducting steps such as planning, organizing, implementing, and monitoring the school management representing secured, comfortable, healthy, violence-free, speak-free, non-discriminative environment, active participation in the decision making based on the capacity to achieve the educational objectives effectively and efficiently. The developed management model has a different approach and style. However, it refers to the holistic management model integrating Total Quality Management (TQM) and Total Transformative Learning (TTL) Model, mainly characterized by developing continuous improvement and total awareness and collegial work in the implementation of CFS. The challenges of CFS implementation relate to the effort to develop the awareness of school members and parents to build their mindset (spirit) under the CFS concept.

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