



LEARNING MANAGEMENT TOWARD CHILD-FRIENDLY MADRASAH IBTIDAIYAH IN JEMBER REGENCY

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Abstract:

Learning management plays a crucial role in creating a child-friendly madrasa environment that supports a safe, comfortable, and conducive learning process for student growth and development. This research focuses on the efforts of State Elementary Madrasahs in Jember Regency to design, implement, and evaluate learning management to realize a child-friendly concept in elementary education. The main objective of this research is to describe the design, implementation, and evaluation of learning management to realize a child-friendly concept in elementary education. This study employed a qualitative approach with a case study method. Data were collected through in-depth interviews with teachers and the head of the madrasah, participant observations in classroom activities, and document analysis related to the learning programs conducted at the school. The collected data were analyzed descriptively to understand the patterns of learning management applied. The findings reveal that, in the planning stage, the madrasah had designed learning programs integrating elements of safety, comfort, and child development needs. During implementation, teachers applied participatory methods, utilized varied learning media, and fostered humanistic interactions with students. The evaluation was carried out through joint reflections among teachers, students, and parents, although challenges such as limited facilities, heavy teacher workload, and the lack of specific training on child-friendly education were still present. In conclusion, learning management towards a child-friendly madrasah requires strong collaboration among the head of the madrasah, teachers, parents, and the community. This study recommends strengthening planning, improving the quality of implementation, and enhancing the evaluation system consistently and sustainably.

Keywords: *Learning management, Child-friendly, Primary education*

INTRODUCTION

Learning management plays a crucial role in realizing child-friendly madrasahs, as well-planned, directed, and comprehensive management creates a safe, comfortable, and conducive learning environment for students. Child-friendly madrasahs emphasize not only academic achievement but also the protection, respect, and fulfillment of children's rights throughout the educational process (Dea, 2023). Through effective learning management,

teachers are able to design participatory, interactive, and developmentally appropriate learning strategies, enabling them to feel valued and motivated to learn (Efendi & Sholeh, 2023). Furthermore, humanistic evaluations oriented toward character development further strengthen the madrasa's role as a safe and enjoyable space for children to grow and develop optimally.

A Child-Friendly Madrasah (MRA) is a madrasa that creates a safe, comfortable, peaceful, and healthy atmosphere for students. A conducive learning environment will make students feel at home at the madrasa, allowing learning activities to proceed peacefully (Mufidah & Uyun, 2023). Madrasas should be the safest place after home, but a growing number of concerning cases, such as abuse of authority, bullying, and tragic incidents befalling students due to lack of supervision, are rife. This situation demands serious attention from all parties, including teachers, education staff, parents, and the community, to strengthen their roles and create madrasas as the safest places for children to grow and develop.

Regulation of the Minister of State for Women's Empowerment and Child Protection, Articles 3 and 4 Number 8 of 2014 concerning Child-Friendly School Policy emphasizes the importance of the role of all parties in realizing a child-friendly learning environment as part of the Child-Friendly City indicator (Women & No, 8 C.E.). The implementation of the Child-Friendly Madrasah concept refers to established indicators and is closely linked to the Child-Friendly City Task Force through the planning, implementation, monitoring, and evaluation processes. All of these steps can be implemented by optimizing the resources already available in educational units, so that efforts to create child-friendly madrasahs do not add new burdens to madrasahs, but rather strengthen learning management to be more effective, inclusive, and in favor of students' rights.

Furthermore, it is tied to the Child-Friendly School Program, which exists at one level, namely elementary school. However, Article 17, paragraph 2 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that basic education takes the form of elementary schools (SD) and Islamic elementary schools (MI) or other equivalent forms, as well as junior high schools (SMP) and Islamic junior high schools (MTs), or other equivalent forms (National, 2003). Therefore, the theoretical study uses elementary schools as the basis for the Child-Friendly School program, although the target is an elementary school, specifically Madrasah Ibtidaiyah Negeri 3 Jember.

The Ministry of Women's Empowerment and Child Protection (PPPA), through Articles 3 and 4 of Regulation Number 8 of 2014, emphasizes that the implementation of Child-Friendly Madrasah (MRA) must utilize existing resources within educational units without creating new burdens for the madrasah. Based on this legal basis, MRA is an important need to build student comfort in the school environment (Ridla, 2016).

This article is also a form of support for Child-Friendly Madrasahs by the

United Nations Children's Fund (UNICEF) to protect the rights of every child, especially those who are most vulnerable, to help them survive, thrive, and achieve their full potential.

“An excellent educational institution must accommodate every student to realize his potential fully. An ideal school like this was initiated by UNICEF under the name Child-Friendly Schools (CFS The Manual Book published by UNICEF discusses in detail the objectives, requirements, conditions, as well as technical implementation instructions for CFS implementation, where this program in Indonesia is synonymous with the Child-Friendly School Program (CFS). The school will be a place that humanizes humans, not a place to stuff students with what they do not necessarily need themselves. Forcing what they do not need or want will only make students feel uncomfortable, afraid, or even traumatized”

Through its implementation, MRA is not only oriented towards improving academic achievement, but also on character building, understanding gender responsiveness, and providing a sense of security and comfort for students. Child-friendly education is expected to guarantee children's rights, while also providing a means for them to develop their talents and potential. However, the reality on the ground shows a number of obstacles to the realization of MRA, including the persistence of bullying behavior among students, low participation of some parents, and a lack of student involvement in intensive educational programs that support the realization of child-friendly madrasahs.

Based on this, it can be proven that cases of violence against children in educational environments, including State Elementary Madrasahs, often surface and give rise to negative perceptions. The public still places high trust in madrasahs as educational institutions worthy of gaining knowledge. This shows that education based on religious and moral values is still considered important, especially in shaping the character, discipline, and morals of students (Muri'ah, 2020). However, this phenomenon also serves as a reminder that madrasahs must be able to ensure a safe, comfortable learning environment, free from all forms of violence. Therefore, learning management towards Child-Friendly Madrasahs in State Elementary Madrasahs is highly relevant, because through good management, madrasahs can strengthen their role as places that not only teach science and religion, but also guarantee the protection, comfort, and fulfillment of students' rights comprehensively.

This is also evident in the State Elementary School 3 Jember located at Jl. Mahoni No. 20, Wirolegi, Summersari District, Jember Regency, East Java. State Elementary School 3 Jember is an A-accredited State Elementary School established in 2016 with Establishment Decree 133/BAN-S/M.35/SK/x/2018. The location selection was based on several considerations, including the fact that the school has been striving to implement the Child-Friendly Madrasah program for approximately three years even though it has not yet obtained an official certificate from the government. In addition, as a state-owned elementary education institution, MIN 3 Jember has a special characteristic in emphasizing

the development of noble morals, thus earning the nickname “Santri-style Madrasah”. This makes MIN 3 Jember relevant as an object in the study of learning management towards a child-friendly madrasah.

Based on observations at State Elementary School 3 Jember, efforts to realize a Child-Friendly Madrasah still face a number of challenges (Observation, 2025). These challenges are found in the aspects of planning, implementation, and evaluation. Learning management towards a Child-Friendly Madrasah at State Elementary School in Jember Regency requires a systematic and sustainable strategy. At the planning stage, the madrasah needs to design a program that integrates child-friendly principles into the curriculum, provides supporting infrastructure, and strengthens teacher capacity through training. Furthermore, at the implementation stage, teachers are required to manage safe, inclusive, participatory learning and respects students' rights, including creating a conducive classroom atmosphere and providing equal opportunities for all children. Meanwhile, at the evaluation stage, the madrasah must conduct regular assessments of program effectiveness, learning quality, and the extent to which students' needs are met, both through internal monitoring and feedback from students, parents, and the school community. With planned, directed, and measurable learning management, State Elementary Madrasahs in Jember Regency can be more optimal in realizing the concept of child-friendly basic education.

This demonstrates the high public expectation of State Islamic Elementary Schools (Madrasah Ibtidaiyah Negeri) as educational institutions capable of producing a generation with sound religious understanding and noble moral attitudes. Many parents believe that madrasahs provide a learning environment that emphasizes spiritual values and character education, often lacking in mainstream schools. Therefore, madrasahs must provide child-friendly education, oriented toward fulfilling and upholding children's rights as part of human rights, in order to establish a balance between the academic, spiritual, and social aspects of students.

Therefore, although cases of violence in educational institutions remain an issue that needs immediate resolution, public trust in madrasahs as educational institutions remains strong. It is hoped that madrasahs will be able to make improvements so that the educational values they teach align with actual practices in the educational environment. Violence prevention efforts can be implemented through the integration of character education, strengthening reporting systems, increasing parental involvement, and managing learning directed towards the realization of Child-Friendly Madrasahs.

This is in line with research conducted by Ariyana and Sulistiawati Winarti Putri (Putri, 2025), in 2025 entitled "Efforts of Educational Institutions in Creating a Child-Friendly Environment," which states that: "Teachers avoid all forms of violence, both verbal and non-verbal. Furthermore, learning spaces/classrooms are designed in such a way that children feel comfortable in the classroom in order to receive learning from their teachers. Posters/pamphlets

are also displayed in each classroom so that they are aware of their responsibilities, rights, and obligations within the madrasa environment."

The research conducted by Nur Ulwiyah et al. (Ulwiyah et al., 2025), in 2025 with the title "Strategic Management of Child-Friendly Education in Elementary Madrasahs in Islamic Boarding Schools as Fulfillment of Human Rights from an Early Age" stated that: "the implementation of strategic management, the implementation of child-friendly education in elementary madrasahs and Islamic boarding schools becomes more effective in fulfilling human rights from an early age. This finding contributes significantly to enriching the perspective on child-friendly education in Islamic boarding schools. In addition, this study provides practical recommendations for madrasah and Islamic boarding school managers to continue developing programs that are more oriented towards fulfilling children's rights and their welfare."

This demonstrates that learning management towards child-friendly madrasahs emphasizes the importance of creating a safe, comfortable learning environment that supports optimal student growth and development. This is realized through teachers' efforts to avoid all forms of violence, both verbal and non-verbal, and to provide well-organized classrooms so that children feel at home in the learning process. Furthermore, fulfilling children's rights is also a primary focus through the implementation of effective madrasa management strategies, including the provision of educational media such as posters on students' rights, obligations, and responsibilities. Thus, learning management goes beyond the technical aspects of teaching, but also plays a crucial role in building a child-friendly madrasa culture that is oriented toward well-being and respects human rights from an early age.

The implementation of Child-Friendly Madrasah (MRA) in State Elementary Madrasahs supports active student participation through a non-discriminatory approach, fostering creativity, and fostering freedom of thought (Dewi, 2025). Parents entrust their children to madrasahs because the learning environment not only teaches knowledge but also instills moral values, discipline, and religious education. To improve the quality of education, madrasahs can implement the MRA program through strategies such as forming an implementation team, conducting outreach, developing human resources, building collaboration, meeting program indicators, and implementing monitoring and evaluation processes. These various approaches contribute to creating a safe and comfortable learning environment that supports optimal student growth and development.

Responding to the narrative above, it can be said that State Elementary Madrasahs (Madrasah Ibtidaiyah Negeri) have two important roles simultaneously: strengthening their position as educational institutions based on religious and moral values and ensuring a learning environment free from violent practices. With sound learning management, madrasahs are not only able to maintain public trust but also assert themselves as basic educational institutions that guarantee the fulfillment of children's rights and support the development of

their full potential.

Based on field findings and previous research, it can be concluded that the implementation of learning management towards child-friendly madrasas still faces various challenges, ranging from curriculum adaptation, teachers' understanding of the concept of child-friendly madrasas, to limited supporting facilities. Therefore, reconstruction is needed in the form of improving teacher competency, developing a curriculum oriented towards fulfilling children's rights, and providing adequate facilities and infrastructure to optimally achieve the goals of child-friendly madrasas. The implementation of learning management towards child-friendly madrasas lies at a crossroads between opportunities and obstacles. Significant opportunities can be seen from the support of government policies, teacher enthusiasm, and the participation of parents and the community. However, obstacles such as limited facilities, a lack of understanding of educators, and the persistence of less than child-friendly practices are challenges that require ongoing attention and solutions.

Based on the description above, the researcher is interested in researching "Learning Management Towards Child-Friendly in State Elementary Madrasahs in Jember Regency." The theoretical benefits are expected to contribute to enriching scientific studies related to learning management that is oriented towards fulfilling children's rights and become a reference for further research. Meanwhile, the empirical benefits are to increase the researcher's insight into learning management practices in creating a child-friendly madrasah environment, while providing a real picture for madrasahs in their efforts to realize a safe, comfortable, and conducive learning process for students.

RESEARCH METHODS

This research uses a qualitative approach with a case study design. The qualitative approach was chosen because it allows researchers to understand the phenomenon of learning management towards Child-Friendly Madrasah (MRA) in State Elementary Madrasahs in a deep and holistic manner. This approach also allows for exploration of the experiences and perspectives of various parties involved in MRA management, including madrasah principals, teachers, MRA coordinators, students, and parents. This was conducted at a State Elementary Madrasah in Jember Regency that has implemented the Child-Friendly Madrasah program. This location was chosen because it is representative of the context of MRA implementation in the region. Subjects included madrasah principals, teachers, MRA coordinators, students, parents, and other parties who play a role in supporting MRA implementation, to gain a comprehensive understanding of the experiences. Data was collected through several techniques, namely observation, interviews, and documentation. Data analysis was carried out in stages using the thematic analysis method, including: (1) Data collection, namely organizing and compiling the results of observations, interviews and documentation based on relevant categories; (2) Open coding, coding each data to identify main themes such as "student participation", "teacher competence",

"safe and comfortable learning environment", and "barriers to MRA implementation"; (3) Axial coding, grouping codes from the open stage to see the relationship between themes and categories; (4) Data triangulation, comparing and re-checking data from various sources to ensure consistency and validity of findings; and (5) Interpretation and conclusions, analyzing findings in the context of learning management theory and the principles of Child-Friendly Madrasahs, then compiling relevant conclusions.

RESULTS AND DISCUSSION

Learning Planning Towards Child-Friendly Madrasahs

Based on observation data at Jember State Elementary School 3, the planning for Child-Friendly in Jember State Elementary School is to create a safe, comfortable learning environment that supports the needs of students (Observation, 2025). Teachers develop the Child-Friendly Madrasah curriculum by considering child-friendly aspects, as implemented by teachers or educators, namely the existence of an intensive education policy towards Child-Friendly Madrasah (MRA) in the form of regulations from the madrasah principal, holding socialization activities in collaboration with the Jember Regency Social and Child Protection Service, teacher-teacher collaboration and teacher-parent collaboration, implementing religious character building, making morning activities a habit, and making firm rules related to bullying behavior. This planning also emphasizes fulfilling children's rights to gain learning experiences without discrimination, paying attention to the diversity of learning styles, and instilling character values in accordance with the rules of the Child-Friendly Madrasah.

This was reinforced by Mrs. Erni Novianita, Coordinator of the Child-Friendly Madrasah Program at Madrasah Ibtidaiyah Negeri 3 Jember (Interview, 2025), who stated:

"Learning planning at Madrasah Ibtidaiyah Negeri 3 Jember demonstrates a commitment to realizing a child-friendly madrasah through the development of a curriculum that emphasizes the creation of a safe, comfortable, and supportive learning environment for students. This is reflected in the intensive education program toward a Child-Friendly Madrasah (MRA) implemented by teachers and educators. This includes the implementation of intensive education policies toward a Child-Friendly Madrasah (MRA) in the form of regulations from the madrasah principal, holding outreach activities in collaboration with the Jember Regency Social and Child Protection Office, teacher-teacher collaboration, and collaboration between teachers and parents of students, implementing religious character education, establishing morning activities, and establishing strict rules regarding bullying behavior. Furthermore, planning is also directed at ensuring every child's right to a non-discriminatory learning experience, respecting diverse learning styles, and instilling character values in accordance with the principles of a child-friendly madrasah." children."

To strengthen the observation and interview data, there is documentary evidence (Documentation, 2025) as follows:



Figure 1

Learning planning meeting towards Child-Friendly Madrasahs

The image is a learning planning process towards a Child-Friendly Madrasah. Through a learning planning meeting towards a Child-Friendly Madrasah, learning planning at Madrasah Ibtidaiyah Negeri 3 Jember realizes a child-friendly madrasah through a curriculum that supports a safe and comfortable learning environment, supported by an intensive education program in the form of rules from the madrasah principal, holding socialization activities in collaboration with the Jember Regency Social and Child Protection Service, teacher-teacher collaboration and teacher-parent collaboration, implementing religious character building, making morning activities a habit, and making strict rules related to bullying behavior, as well as strict anti-bullying rules that guarantee children's rights without discrimination.

Implementation of Learning Towards Child-Friendly Madrasahs

Based on observation data at State Elementary School 3 Jember, the implementation of classroom learning at State Elementary School 3 Jember shows a real commitment to realizing a child-friendly madrasa by creating a safe, comfortable learning atmosphere that supports the needs of each student (Observation, 2025). This is reflected in the implementation of the program towards a Child-Friendly Madrasah (MRA) by teachers through the madrasah principal's policy, socialization activities with the Jember Regency Social and Child Protection Service, and collaboration between teachers and fellow teachers and parents. In classroom learning practices, teachers instill religious character values, accustom students to morning activities, and implement strict rules to prevent and handle bullying behavior. In addition, classroom learning is directed to ensure that every child gets a learning experience without discrimination, respects the diversity of learning styles, and fosters character values according to the principles of a Child-Friendly Madrasah.

This was reinforced by Mrs. Erni Novianita, the Coordinator of the Child-Friendly Madrasah Program at Madrasah Ibtidaiyah Negeri 3 Jember (Interview, 2025), who stated:

"In the classroom at Madrasah Ibtidaiyah Negeri 3 Jember, teachers are committed to creating a safe, comfortable learning process that supports the needs of each student. The implementation of the Child-Friendly Madrasah

program in the classroom is realized through the implementation of the principal's policies, outreach activities with the Social and Child Protection Agency, and collaboration between teachers and parents. During classroom learning activities, teachers instill religious character values, encourage students to participate in morning activities, and implement strict rules to prevent bullying, while ensuring that every child experiences learning without discrimination and respects diverse learning styles." To support the observation and interview data, the following documentary evidence (Documentation, 2025) is provided:



Figure 2

Socialization and parenting activities towards a Child-Friendly Madrasah

The image depicts a socialization and promotion activity toward a Child-Friendly Madrasah (Islamic school). Through this activity, classroom learning at Madrasah Ibtidaiyah Negeri 3 Jember demonstrates a real commitment to realizing a child-friendly madrasah through a safe, comfortable learning environment that supports students' needs. Teachers implement the Child-Friendly Madrasah program by instilling religious character values, promoting morning activities, preventing bullying, and respecting diverse learning styles to ensure a non-discriminatory learning experience.

Evaluation of Learning Towards Child-Friendly Madrasahs

Based on observation data at State Elementary School 3 Jember, the evaluation of learning towards a Child-Friendly Madrasah (CMA) showed several advantages (Observation, 2025). The classroom learning environment is designed to be safe, comfortable, and supportive of students' needs, allowing them to learn comfortably and actively. The Child-Friendly Madrasah program is implemented in a structured manner, including morning activities, instilling religious character values, and implementing strict anti-bullying rules. Furthermore, teachers collaborate with fellow teachers, parents, and external parties such as the Jember Regency Social and Child Protection Office to support inclusive learning and focus on the holistic development of students, both academically and in character, socially, and emotionally.

However, this evaluation also revealed several shortcomings. Some child-friendly supporting facilities and infrastructure are still limited, resulting in less than optimal variety of classroom activities. Teachers face challenges in managing various aspects of learning, from academics and character building to

communication with parents, requiring extra effort to ensure the program's effectiveness. Furthermore, the monitoring and evaluation system is not yet fully systematic, so the individual needs of each child cannot always be identified in depth.

This was reinforced by Mrs. Erni Novianita, Coordinator of the Child-Friendly Madrasah at Madrasah Ibtidaiyah Negeri 3 Jember (Interview, 2025), who stated:

"Through the evaluation of learning towards a Child-Friendly Madrasah, we saw several positive things, such as a safe, comfortable, and supportive classroom learning environment for students, allowing them to learn actively. The MRA program is implemented in a structured manner through morning activities, instilling religious character values, and strict anti-bullying rules, as well as collaboration between teachers, parents, and external parties to support inclusive learning. However, we also faced several obstacles, such as limited facilities and infrastructure, challenges for teachers in managing various aspects of learning, and a monitoring system that is not yet fully systematic in identifying the individual needs of each child." To strengthen the observation and interview data, there is also documentary evidence (Documentation, 2025) as follows:



Figure 3

Participation of parents of students in the parenting program at State Elementary School 3 Jember

Based on the above, it can be explained that the evaluation of learning towards Child-Friendly Madrasahs shows that the program implementation creates a safe and comfortable learning environment and supports active student participation through the implementation of morning activities, instilling religious character, anti-bullying rules, and collaboration with parents and external parties. However, the evaluation also identified obstacles in the form of limited facilities and infrastructure, challenges for teachers in managing various aspects of learning, and a monitoring system that is not yet fully systematic to meet the individual needs of each child.

DISCUSSION

The research results show that Madrasah Ibtidaiyah Negeri 3 Jember has a strong commitment to implementing the Child-Friendly Madrasah (MRA) concept through three main stages: planning, implementation, and evaluation of learning. In the planning stage, teachers and the principal strive to create a safe

and comfortable learning environment that respects the diverse needs of students. This planning is realized through the development of a curriculum that emphasizes religious character values, morning activities, outreach with the Social and Child Protection Agency, and collaboration with students' parents.

This effort aligns with the national guidelines for Child-Friendly Madrasahs issued by the Ministry of Women's Empowerment and Child Protection (KPPPA, 2021), which emphasize the importance of collaboration between teachers, parents, and the community in creating an educational environment that protects children's rights. Furthermore, the learning plan at MIN 3 Jember also reflects the child-friendly concept proposed by (Kustaniah, 2022), which states that the educational process must be conducted with dignity and humanity. One effort to achieve child-friendly education in schools is through improving the learning process that prioritizes humanistic learning. This is supported by various new concepts and insights about the learning process in schools along with the rapid development of science and technology. Humanistic teachers are the key to success in a child-friendly learning process. Guiding students, motivating them, appreciating their strengths and weaknesses, awakening and exploring their potential, developing and guiding students towards mental and spiritual maturity are all manifestations of child-friendly education.

During the learning implementation phase, the madrasah demonstrated consistency in integrating child-friendly principles into the classroom. Teachers actively created a pleasant and discrimination-free learning environment by instilling religious character values, conducting morning activities, and enforcing strict anti-bullying rules. This implementation was also supported by parenting and outreach activities that strengthened the partnership between the madrasah and parents. These practices align with the findings of Pratiwi and Mulyani (2022), who explained that the success of MRA implementation is largely determined by effective communication between the school and parents in building a safe and supportive learning environment. Furthermore, the implementation of religious programs and daily habits such as morning activities serve as a means of character building for children, as stated by Lickona (2012), who stated that effective character education is built through consistent moral habits and role models in the school environment.

The learning evaluation phase showed that the MRA program at MIN 3 Jember had a positive impact on student learning behavior and motivation. Students felt safer, more active, and more enthusiastic in participating in learning activities. However, the evaluation results also revealed several obstacles, such as limited supporting infrastructure, teachers' challenges in managing academic and character aspects simultaneously, and a monitoring system that was not yet fully systematic. This condition is in line with the results of Hanif Khairullah's (2023) research at MTs Darul Hikmah Pekanbaru, which showed that limited facilities and teacher workload were the main challenges in implementing MRA. To overcome this, teachers need to strengthen their holistic evaluation skills that

include cognitive, affective, and social-emotional aspects, as mandated in the Minister of Education and Culture Regulation Number 82 of 2015 concerning the Prevention and Handling of Acts of Violence in Educational Units.

Overall, these results demonstrate that MIN 3 Jember has successfully internalized the values of a Child-Friendly Madrasah through a collaborative approach, religious character building, and a commitment to anti-violence. This aligns with the latest policy direction in Minister of Education, Culture, Research, and Technology Regulation No. 46 of 2023, which emphasizes the need for educational units to create a safe, non-discriminatory learning environment with a child rights perspective. Therefore, strengthening facilities, ongoing teacher training, and an individual evaluation system are crucial steps to ensure that madrasahs truly serve as safe, inclusive, and character-building spaces for all students.

CONCLUSION

Research on the implementation of Child-Friendly Madrasah (MRA) at Madrasah Ibtidaiyah Negeri 3 Jember shows that the planning, implementation, and evaluation of learning have been carried out in line with child-friendly principles. Teachers and the madrasah principal developed a curriculum that emphasizes a safe, comfortable, and discrimination-free learning environment through religious activities, morning activities, outreach with the Social and Child Protection Agency, and collaboration with parents. The learning implementation focuses on character building, bullying prevention, and respect for diverse learning styles. The evaluation shows that the MRA program increases student motivation and learning comfort, although it still faces obstacles such as limited infrastructure, teacher workload, and a suboptimal monitoring system. Scientifically, this contributes to strengthening the concept of child-friendly education that emphasizes collaboration and religious character building according to the KPPPA guidelines (2021) and Lickona's character education ideas (2012). These findings also support the policies of the Minister of Education and Culture Regulation Number 82 of 2015 and the Minister of Education and Culture Regulation Number 46 of 2023 concerning the prevention of violence in educational environments. However, its limitations lie in its narrow scope and the absence of quantitative analysis regarding the impact of MRA on students' social-emotional development, so a more comprehensive follow-up discussion is needed.

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