

Optimization of Child-Friendly Classrooms in Forming Positive Character of Students (Case Study of Students of SDN 2 Tanjungsari)

Siti Honijah¹, Dian Mardia², Suharyanto H Soro³, Nana Herdiana Abdurrahman⁴

¹ Universitas Islam Nusantara Bandung, Indonesia; fsd2014sitihonijah@gmail.com

² Universitas Islam Nusantara Bandung, Indonesia; dianmardia576@gmail.com

³ Universitas Islam Nusantara Bandung, Indonesia; suharyantosoro@gmail.com

⁴ Universitas Islam Nusantara Bandung, Indonesia; nanaherdiana@uninus.ac.id

ARTICLE INFO

Keywords:

Class;
Child-Friendly;
Character;
Shiva

Article history:

Received 2025-10-28

Revised 2025-11-26

Accepted 2025-12-31

ABSTRACT

The implementation of child-friendly schools has been widely applied to educational units, but it is not optimal in the daily learning process. Some of the learning is still oriented towards cognitive aspects and classroom control that are instructive, so that the opportunity to internalize character values has not run optimally. This study aims to describe and analyze the optimization of child-friendly classrooms in shaping the positive character of students in SD Negeri 2 Tanjungsari. This research uses a qualitative research paradigm with a case study approach. Data collection methods include participatory observation, semi-structured interviews with principals, teachers, and students, and documentation studies of learning tools and school policies. The selection of respondents was carried out by purposive sampling. Data analysis was carried out using an interactive model including data reduction, data presentation, and conclusion drawn, with the application of triangulation of sources and techniques to ensure the validity of the data. The results of the study show that (1) Optimization of child-friendly classrooms is carried out through student-oriented learning planning, the implementation of participatory and humanist learning, and positive discipline-based classroom management; (2) A safe, comfortable, and inclusive classroom environment encourages students' active involvement in learning; (3) These activities have an impact on the formation of positive character of students, especially discipline, responsibility, cooperation, empathy, and confidence. The conclusion of this study is: the implementation of child-friendly classes can form the positive character of elementary school students.

This is an open access article under the CC BY SA license.



Corresponding Author:

Siti Honijah

Universitas Islam Nusantara Bandung, Indonesia; fsd2014sitihonijah@gmail.com

1. INTRODUCTION

Elementary school is one of the levels in the education unit in Indonesia, this level plays an important role in shaping the character of students. In other words, at the elementary school level, students are at an early stage of development that is greatly influenced by the surrounding environment, both family, school, and community. Therefore, education at this stage is not only oriented towards academic achievement, but also directed at the formation of positive characters that become the foundation of students' attitudes, values, and behaviors in long-term life. Elementary schools as formal educational institutions have a strategic responsibility in creating a learning environment that supports the cognitive, social, emotional, and moral development of students in a balanced manner.

In the practice of education in elementary schools, various problems are still found related to the formation of student character. Phenomena such as low discipline, lack of responsibility, weak social empathy, and the emergence of disrespectful behavior of others are still often found in daily learning. These problems cannot be separated from the condition of the learning environment that has not fully been in favor of the needs of children's development. Learning patterns that are still teacher-centered, disciplined approaches that tend to emphasize punishment, and limited space for student participation in the learning process often inhibit the optimal growth of positive characters.

One of the approaches that is considered relevant in answering these challenges is the application of the concept of child-friendly classrooms. Child-friendly classes are an integral part of the child-friendly school policy that places students as the main subjects in the educational process. This concept emphasizes respect for children's rights, protection from violence and discrimination, and the creation of a safe, comfortable, inclusive, and participatory learning environment. In child-friendly classes, students are given a space to express their opinions, express themselves and actively participate in learning without fear or psychological pressure, so that the classroom not only serves as a place for knowledge transfer, but also as a vehicle for character and personality formation.

Theoretically, child-friendly classes are closely related to the humanistic educational approach that emphasizes the development of students' potential as a whole. Humanistic educational figures such as Carl Rogers and Abraham Maslow emphasized that the learning process will take place optimally if students feel safe, appreciated, and accepted. In this context, the role of teachers shifts from just classroom controllers to facilitators who accompany the student learning process. A friendly classroom environment allows students to develop confidence, empathy, responsibility, and independence, which are key components of positive character.

In addition, the concept of child-friendly classrooms is also in line with the theory of constructivism which views that knowledge and values are actively built by students through learning experiences. The democratic and interactive classroom environment provides opportunities for students to learn through discussion, group work, and collaborative problem-solving. Through this process, students not only develop academic abilities, but also learn social values such as cooperation, tolerance, and mutual respect for differences. Thus, child-friendly classes have great potential in shaping students' positive character naturally and sustainably.

From a policy perspective, the implementation of child-friendly classrooms has a strong regulatory foundation in Indonesia's national education system. The government through various regulations has emphasized the importance of fulfilling the rights and protection of children in educational units. Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014 concerning Child-Friendly School Policy emphasizes that schools must be safe, clean, healthy, and free from violence and discrimination. This policy demands that child-friendly principles do not only stop at the administrative level, but are clearly integrated into the learning process in the classroom.

In line with that, the Independent Learning policy and the strengthening of the Pancasila Student Profile provide a wider space for teachers and schools to develop student-centered learning and oriented towards strengthening character. The principles of flexible, contextual, and fun learning are particularly relevant to the concept of child-friendly classrooms. Therefore, the optimization of child-

friendly classrooms is an important part of efforts to realize the goal of national education that not only educates intellectually, but also forms the character of students who are moral, independent, and responsible.

Various studies and previous research results show that a friendly and inclusive learning environment has a positive impact on student character development. UNICEF affirms that a safe and supportive learning environment contributes to children's emotional well-being and increases their involvement in the learning process. Other research has also shown that the implementation of child-friendly classes can increase students' sense of security, confidence, active participation, and prosocial behavior. These findings indicate that the quality of the classroom environment plays a significant role in the formation of positive attitudes and behaviors of students.

However, the implementation of child-friendly classrooms in the field still faces various challenges. A number of studies have shown that the implementation of child-friendly schools is often still symbolic and administrative, such as the installation of child-friendly posters or slogans, without substantial changes in classroom learning practices. Teachers still tend to use conventional methods, do not actively involve students, and have not fully integrated the principles of children's rights in daily classroom management. This condition causes the potential of child-friendly classes in forming positive character of students has not been utilized optimally.

In addition, most previous research has examined the implementation of child-friendly schools at the policy and institutional levels, such as school management and infrastructure. Studies that specifically highlight the optimization of child-friendly classrooms as the main space for pedagogical interaction between teachers and students are still relatively limited. In fact, the classroom is the main context where students interact intensively with teachers and peers, as well as experience the process of internalizing values and character through daily learning. The limitations of this study show that there are research gaps that need to be filled. In the context of SD Negeri 2 Tanjungsari, the school has begun to implement child-friendly principles in learning activities and school culture. A relatively conducive school environment, religious culture and mutual cooperation, as well as teachers' commitment to creating a safe and comfortable learning environment are important capital in the implementation of child-friendly classrooms. However, the extent to which child-friendly classes have been systematically optimized in forming positive character students still requires in-depth and contextual study.

Based on this description, it can be concluded that there is a gap between the ideality of the concept and policy of child-friendly classrooms and the reality of learning practices in the classroom. On the one hand, theoretically and normatively, child-friendly classes are believed to be able to form positive character of students. On the other hand, implementation at the classroom level has not been fully optimal and has not been studied in depth from the perspective of learning management. Therefore, this study is important to examine how the optimization of child-friendly classrooms is carried out through learning management functions, as well as how its application contributes to the formation of positive character of elementary school students.

The Concept of Child-Friendly Classrooms in Elementary Education

Child-friendly classes are part of an educational approach that is oriented towards fulfilling children's rights and protecting the physical, psychological, and social-emotional development of students. UNICEF defines child-friendly classrooms as safe, healthy, inclusive, and effective learning environments, where children feel valued, supported, and actively involved in the learning process. This concept places the child at the center of learning and emphasizes the importance of positive relationships between teachers and students. In the context of basic education, child-friendly classrooms are not only interpreted as the physical arrangement of the classroom, but also include a psychological and social climate that is conducive to children's development.

A number of education experts emphasize that child-friendly classes are an important prerequisite for the success of character education. A positive and supportive learning environment allows moral and social values to be instilled naturally through daily interactions. Thus, child-friendly classes

function as a social space where students learn to behave, behave, and interact according to expected values. A friendly classroom environment allows students to learn without fear, pressure, or threats, so they can develop their potential optimally. Child-friendly classes also prioritize the principles of non-discrimination, respect for diversity, and active participation of students in learning.

Character Education in Elementary School Students

Character education is a systematic effort to instill moral, ethical, and social values in students so that they are able to act responsibly in personal and social life. Lickona stated that character includes three main components, namely moral knowing, moral feeling, and moral action. These three components must be developed in an integrated manner to produce individuals with strong character. Various literature emphasizes that character education is ineffective if it is only conveyed through verbal or ceremonial teaching of values.

At the elementary school level, character education has a very high urgency because children are in the early stages of moral development. In this phase, children learn to understand the concepts of right and wrong through concrete experiences, habituation, and examples from the surrounding environment. Elementary schools are a strategic arena in character education because the interaction between teachers and students takes place intensely and continuously. Character education must be integrated into school culture, learning processes, and daily interaction patterns in the classroom. Therefore, the classroom as the smallest unit in the education system has a central role in shaping the character of students. A child-friendly classroom environment is an effective medium to internalize character values such as discipline, empathy, responsibility, cooperation, and honesty.

Theories Relevant to Child-Friendly Classrooms and Character Building.

Theoretically, the concept of child-friendly classrooms is closely related to humanistic education theory. Humanistic theory, as put forward by Maslow and Rogers, views that the learning process will take place optimally if the basic needs of students, such as a sense of security, a sense of value, and a sense of belonging, are met. In this perspective, teachers play the role of facilitators who support student development holistically, not as a repressive authority.

Maslow's hierarchy theory of needs explains that physiological needs and a sense of security are the basis for the development of higher needs, including self-actualization. Child-friendly classrooms provide a safe and comfortable environment that allows students to develop confidence and intrinsic motivation to learn. This is an important foundation for the formation of positive character. In addition, constructivism theory is also relevant in explaining the role of child-friendly classrooms. This theory emphasizes that knowledge and values are actively built by students through social experiences and interactions. A democratic and participatory classroom environment provides a space for students to discuss, collaborate, and solve problems collaboratively. This process not only develops cognitive abilities, but also fosters social and moral values.

The social learning theory put forward by Bandura also makes an important contribution to understanding character formation in child-friendly classrooms. According to Bandura, individual behavior is studied through observation and imitation of existing models in the environment. In the context of the classroom, the teacher is the main model for students. Empathetic attitudes, positive communication, and teacher role models will significantly affect students' behavior and character.

Learning Management and Child-Friendly Classroom Optimization

Child-friendly classroom optimization cannot be separated from the implementation of effective learning management. Learning management includes a series of functions that include planning, organizing, implementing, and controlling (POAC). In the context of child-friendly classrooms, these functions must be carried out with a humanist approach and oriented to the needs of students. Child-friendly learning planning requires teachers to consider the academic aspects as well as the social-emotional and moral aspects of the students. Classroom organization is done by creating a flexible and collaborative structure, so that students feel involved and valued. The implementation of learning is

directed to participatory, fun, and meaningful activities. Meanwhile, learning control is carried out through positive discipline and evaluation that is guided, not punitive.

The education management literature emphasizes that the success of learning is largely determined by the ability of teachers to manage the classroom effectively. In a child-friendly classroom, classroom management focuses not only on order, but also on creating healthy interpersonal relationships between teachers and students. Thus, learning management is an important instrument in optimizing the role of child-friendly classrooms in character building.

Regulations Supporting the Implementation of Child-Friendly Classrooms

The implementation of child-friendly classes in Indonesia has a strong regulatory foundation. Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop the potential of students to become human beings who have faith, piety, noble character, and have personality and life skills. This goal shows that character education is an integral part of the national education system.

In addition, Law Number 35 of 2014 concerning Child Protection emphasizes that every child has the right to be protected from violence and discrimination, including in the educational environment. This regulation is the legal basis for the application of child-friendly principles in schools and classrooms.

Government Regulation Number 57 of 2021 concerning National Education Standards also emphasizes the importance of a safe learning environment and supports the development of students. Meanwhile, Permendikbudristek Number 46 of 2023 concerning the Prevention and Handling of Violence in Education Units strengthens the government's commitment to creating a school environment that is free from violence. These regulations implicitly and explicitly support the implementation of child-friendly classes as a strategy for building students' character.

2. METHODS

The researcher uses a case study approach with data collection methods, namely observation, interviews, and documentation studies. The method in the context of research refers to the method used by the researcher in carrying out research data collection activities in the field. Suharyanto H. Soro (2023) defines the data collection method as a process of collecting and measuring information (data) about variables or objects needed by researchers in a systematic and procedural way. This approach allows researchers to explore the meanings, processes, and dynamics that occur in classroom learning practices, which cannot be quantitatively measured. With a case study approach, researchers can gain a comprehensive understanding of how child-friendly classroom principles are implemented and optimized in everyday learning.

The data collection methods in this study include observation, interviews, and documentation. Observations were carried out to obtain direct data on classroom situations and conditions, teacher-student interaction patterns, and classroom management practices that reflect child-friendly principles. Observation is carried out in a limited participatory manner, where the researcher is present in learning activities without being directly involved in the teaching process. Through this observation, the researcher can record student behavior, teachers' strategies in managing the classroom, and the learning atmosphere formed.

Interviews were used to explore the views, experiences, and perceptions of the research subjects related to the implementation and optimization of child-friendly classrooms. Interviews are conducted in a semi-structured manner so that the researcher has a guide to questions as well as the flexibility to dig deeper information. The informants in the interview included the principal, the class teacher, and some students who were selected purposively. The interview with the principal aims to obtain information related to the school's policies and support for the implementation of child-friendly classes. Interviews with teachers are focused on learning planning and execution, while interviews with students aim to find out their learning experiences and perceptions of the classroom atmosphere.

Documentation is used as a supporting technique to complement the data from observations and interviews. Documentation includes Learning Implementation Plans (RPP), teaching modules, classroom rules, attitude assessment notes, photos of learning activities, and school policy documents related to child-friendly schools. Documentation data assists researchers in triangulating and strengthening the validity of research findings.

The research instrument in this qualitative research is the researcher himself as the main instrument. Researchers play a role in planning, collecting, analyzing, and interpreting research data. To support this role, researchers use auxiliary instruments in the form of observation guidelines, interview guidelines, and documentation sheets. The observation guidelines are designed to focus observations on aspects of the child-friendly classroom, such as the classroom atmosphere, teacher-student interaction, the application of positive discipline, and student participation in learning. The interview guidelines are prepared based on the research objectives and relevant literature reviews, so that the data obtained remains directed and in accordance with the focus of the research.

The data analysis technique in this study uses an interactive analysis model proposed by Miles and Huberman. Data analysis is carried out continuously from the data collection stage to the drawing of conclusions. The first stage is data reduction, namely the selection process, concentration, and simplification of raw data obtained from the field. Data relevant to the focus of the research were selected and categorized according to specific themes.

The second stage is data presentation, where the reduced data is arranged in the form of a descriptive narrative, table, or matrix to facilitate understanding and extracting meaning. The presentation of data helps researchers in seeing patterns, relationships, and trends that emerge from the results of the research. The third stage is conclusion drawing and verification, which is the process of interpreting data to answer research questions and achieve research objectives. The resulting conclusions are verified repeatedly through triangulation of sources and techniques to ensure the validity and credibility of the findings.

To maintain the validity of the data, this study uses triangulation techniques, both source triangulation and triangulation techniques. Source triangulation is carried out by comparing data obtained from school principals, teachers, and students, while technical triangulation is carried out by comparing data from observations, interviews, and documentation. Thus, the results of the research are expected to have a high level of validity and reliability and can be scientifically accounted for.

3. FINDINGS AND DISCUSSION

The results of the analysis of learning documents show that teachers have integrated the principles of child-friendly classrooms in learning planning. The Learning Implementation Plan (RPP) and teaching modules contain student-centered learning activities, the use of active methods, and assessments that focus not only on cognitive aspects, but also students' attitudes and behaviors. Teachers design learning activities that encourage cooperation, group discussions, and reflection. In the interview, the teacher stated that the learning plan is prepared by considering the characteristics and needs of students so that they feel comfortable and motivated in learning. This shows that the optimization of child-friendly classrooms has started from the learning planning stage.

Planning Aspects	Research Findings
Learning objectives	Contains strengthening students' attitudes and character
Learning methods	Discussions, group work, and active learning
Rating	Assess student attitudes, participation, and cooperation
Learning media	Using contextual and child-friendly media

Table 1. Integration of Child-Friendly Classroom Principles in Learning Planning

The main significance of the results of this study lies in the finding that the optimization of child-friendly classrooms does not only depend on the physical aspects of the classroom, but is more determined by pedagogical approaches and interaction patterns built by teachers. A safe, comfortable, and participatory classroom environment allows students to express themselves without fear, so they are more active, confident, and responsible in the learning process. This shows that child-friendly classes serve as an important psychological prerequisite for the internalization of character values.

Positive Character	Behavioral Indicators
Discipline	Abide by class rules and agreements
Responsibilities	Completing tasks on time
Cooperation	Active in group activities
Empathy	Helping and rewarding friends
Confidence	Dare to ask questions and opinions

Table 3. Positive Character of Students Formed

The findings of this study are in line with humanistic education theory which emphasizes the importance of fulfilling the basic needs of students as the basis for personality development. Maslow stated that a sense of security and a sense of value are fundamental needs that must be met before the individual can develop optimally. In the context of this study, the implementation of child-friendly classrooms has been proven to be able to create a sense of security and comfort for students, which further encourages the development of discipline, empathy, and responsibility attitudes. Thus, the results of this study support the humanistic theory and do not contradict its basic principles.

In addition, the results of this study are also relevant to the theory of constructivism which views that learning and value formation occur through social experiences and interactions. Participatory-managed child-friendly classes provide a space for students to build understanding and character values through discussion, group work, and collective reflection. The findings that students show increased cooperation and empathy suggest that character values are built through meaningful social processes, as described in constructivist theory. Thus, the results of this research are within the existing theoretical framework and strengthen their relevance in the context of basic education.

This positive discipline approach encourages students to take responsibility for their own behavior. Teachers do not use punitive punishments, but provide guidance and reflection to students. The results of observations show that this approach is effective in fostering students' awareness of discipline and responsibility.

Indicator	Description of Findings
Class rules	Compiled with teachers and students
A disciplined approach	Positive and dialogical discipline
Teacher's response to violations	Coaching and reflection
Impact on students	Increased awareness of discipline

Table 2. Child-Friendly Classroom Management Practices

From the perspective of Bandura's social learning theory, the findings of this study also have a strong connection. Students' behavior and character are formed through the process of observation and imitation of existing models in the environment. In this study, teachers play a role as the main model in applying friendly, empathetic, and communicative attitudes. This attitude is imitated by students in their interactions with peers. These findings show that child-friendly classes provide space for positive social learning, so that character formation takes place naturally through example.

When compared to the applicable regulations, the results of this study show a strong conformity with the national education policy. Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop the potential of students to have spiritual strength, personality, and noble morals. The implementation of child-friendly classes at SD Negeri 2 Tanjungsari

has been proven to support this goal through the formation of positive character of students in the learning process. Thus, the practices found in the field are not only appropriate, but also implement the mandate of the law.

In addition, the findings of this study are also in line with Law Number 35 of 2014 concerning Child Protection which emphasizes the right of children to obtain protection from violence and discrimination. The positive discipline approach applied in child-friendly classrooms showed that classroom management was carried out without physical or verbal violence. This shows that the learning practices at SD Negeri 2 Tanjungsari have reflected the principles of child protection as stipulated in the regulation, without exceeding or deviating from the existing provisions.

Another relevant regulation is Permendikbudristek Number 46 of 2023 concerning the Prevention and Handling of Violence in Education Units. The results of the study show that teachers prefer a dialogical and coaching approach in solving student behavior problems. This approach is in line with the spirit of regulation that emphasizes the prevention of violence and the creation of a safe and inclusive learning environment. Thus, child-friendly classrooms function as a form of contextual policy implementation at the grade level.

The discussion of the results of this study also shows that the optimization of child-friendly classes has a relevant impact on character education in the context of the Independent Learning policy and the Pancasila Student Profile. The character that develops in students, such as mutual cooperation, independence, and critical reasoning, reflects the dimensions of the Pancasila Student Profile. These findings suggest that child-friendly classrooms can be an implementable strategy in integrating national policies into classroom learning practices. However, the results of this study also indicate that the optimization of child-friendly classrooms is highly dependent on the commitment and competence of teachers in managing learning. Without strong understanding and awareness from teachers, the principle of child-friendly classrooms can potentially become just a slogan without substantive changes in learning practices. Therefore, the results of this study provide an important reflection that strengthening teacher capacity is the key to the successful implementation of child-friendly classrooms.

Overall, this discussion shows that the results of the research do not contradict existing theories and regulations, but rather strengthen and contextualize them in basic education practices. Optimizing child-friendly classrooms has proven to have a strategic meaning in shaping students' positive character and is relevant to national education goals. Thus, this research makes an important contribution in bridging the gap between the concepts, policies, and practices of character education in elementary schools.

4. CONCLUSION

This study concludes that the optimization of child-friendly classrooms at SD Negeri 2 Tanjungsari has been carried out through learning management that is oriented to the needs and interests of students. Child-friendly classrooms are not only manifested in the physical arrangement of the classroom, but also reflected in a safe, comfortable, and participatory learning climate. Teachers play an important role in creating a learning atmosphere that respects students' opinions, encourages active engagement, and builds positive relationships between teachers and students.

Optimizing child-friendly classrooms contributes to the formation of positive character of students. Characters such as discipline, responsibility, cooperation, empathy, and confidence develop through habituation, social interaction, and a humanistic approach to learning. A friendly classroom environment allows students to internalize character values naturally in daily learning activities, so that character education is not verbalistic, but integrated in real practice in the classroom.

In general, this study emphasizes that child-friendly classes have a strategic role in supporting basic education goals, especially in shaping students' character. Optimizing child-friendly classrooms is one of the effective efforts to create a learning process that is not only oriented to academic achievement, but also to the holistic development of students' personalities. Therefore, the

implementation of child-friendly classrooms needs to be continuously strengthened and developed as an integral part of educational practices in elementary schools.

REFERENCES

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2021). *Profil Pelajar Pancasila*. Kemendikbudristek.
- Kurniasih, I. (2020). Implementasi kelas ramah anak dalam meningkatkan karakter disiplin siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 11(2), 123–134.
- Lickona, T. (2012). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). Harper & Row.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 46 Tahun 2023 tentang Pencegahan dan Penanganan Kekerasan di Satuan Pendidikan.
- Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.
- Rogers, C. R. (1983). *Freedom to learn for the 80s*. Charles E. Merrill Publishing Company.
- Suharyanto H. Soro. (2023). Cara Mudah Memahami dan Melakukan Penelitian Kualitatif dan Kuantitatif. Penerbit: CV. Semiotika. Anggota IKSAPI.
- Suharyanto H. Soro. (2024). Kata Siapa Pendidikan itu Penting? Penerbit: Inkara. PT Inovasi Karya Mahendra.
- Santoso, B., & Widodo, A. (2019). Lingkungan kelas inklusif dan pengaruhnya terhadap perilaku sosial siswa sekolah dasar. *Jurnal Ilmu Pendidikan*, 25(1), 45–56.
- Suryani, E. (2018). Penerapan kelas ramah anak dalam menciptakan lingkungan belajar yang kondusif. *Jurnal Manajemen Pendidikan*, 10(2), 98–107.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Undang-Undang Republik Indonesia Nomor 35 Tahun 2014 tentang Perlindungan Anak.
- UNICEF. (2019). *Child-friendly schools manual*. UNICEF.

