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Evaluating Child-Friendly Madrasah Management in an Islamic Elementary School in Bandar Lampung, Indonesia: A CIPP-Based Case Study

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Abstract

This study aimed to evaluate the implementation of child-friendly madrasah management in a selected Madrasah Ibtidaiyah in Bandar Lampung, Indonesia, using the Context, Input, Process, and Product (CIPP) evaluation framework. A qualitative evaluative approach with a single-case study design was employed. Data were collected through semi-structured interviews with the madrasah principal, teachers, students, parents or guardians, school committee members, and relevant educational personnel, complemented by non-participant observations. The data were analysed through theoretically informed thematic analysis by combining deductive coding based on the CIPP dimensions with inductive identification of emerging themes, while the trustworthiness of the findings was strengthened through source and method triangulation. The findings showed that the programme was contextually relevant to students' needs and supported by anti-violence, anti-bullying, and positive-discipline policies. The input component was characterised by the existence of an implementation team, teacher guidance, basic facilities, complaint channels, and parental involvement, although staff understanding, facilities, and programme resources remained uneven. At the process level, child-friendly principles were reflected in respectful teacher-student interaction, nonviolent discipline, student participation in classroom learning, complaint handling, and communication with parents; however, systematic monitoring, documented follow-up, and student involvement in institutional decision-making were not yet fully developed. The product component indicated positive perceived outcomes in student safety, classroom comfort, discipline, confidence, and willingness to attend school. Overall, the programme was relationally established but managerially incomplete. Its sustainability requires stronger institutional quality assurance through continuous staff development, measurable evaluation indicators, transparent complaint mechanisms, improved facilities, and meaningful student participation.

Keywords: Child-Friendly Education, CIPP Evaluation, Islamic Elementary School, Madrasah Management, Student Protection

Introduction

Educational quality can no longer be assessed solely through academic achievement, curriculum completion, or institutional accreditation. Contemporary educational institutions are also expected to provide environments that protect children's dignity, physical safety, psychological well-being, participation, and equal access to meaningful learning experiences. A

supportive school climate is consistently associated with higher student engagement, motivation, social competence, and academic achievement, as well as lower levels of emotional distress and externalising behaviour. Conversely, environments characterised by fear, discrimination, weak interpersonal relationships, and unsafe disciplinary practices may negatively affect students' development even when formal academic standards have been fulfilled. Furthermore, students, teachers, and parents may perceive the same school climate differently, making institutional evaluations based only on administrators' perspectives insufficient for understanding children's actual experiences at school (Aldridge & McChesney, 2018; Molinari & Grazia, 2023; Wang et al., 2020). These findings demonstrate that safety, inclusion, supportive relationships, and student participation are not supplementary elements of educational quality but fundamental conditions for effective teaching, learning, and child development.

The child-friendly school framework has consequently emerged as an important approach to integrating children's rights into school governance and everyday educational practices. A child-friendly institution is not merely one that provides adequate physical facilities or formally declares a commitment to preventing violence. Rather, it requires an integrated management system encompassing child-centred policies, inclusive curricula, competent educators, safe infrastructure, positive discipline, accessible complaint mechanisms, student participation, parental involvement, and continuous evaluation. Empirical studies in Indonesian primary schools indicate that effective implementation depends on the interaction of these components rather than on isolated activities or ceremonial programmes. The involvement of school committees and parents is particularly important because they function as partners in programme planning, monitoring, and communication between educational institutions and families. At the same time, students must be positioned as rights holders and active participants rather than merely as recipients of adult-designed programmes (Fitriani & Istaryatiningtias, 2020; Fitriani et al., 2021; Indraswati et al., 2020). Therefore, child-friendly education should be understood as an institutional commitment that transforms policies, organisational structures, professional practices, social relationships, and decision-making processes.

The urgency of this transformation is reinforced by evidence regarding the adverse consequences of violence, bullying, humiliation, and psychologically unsafe educational environments. Violence experienced during childhood has been associated with lower attendance, reduced academic performance, school disengagement, grade repetition, and a greater risk of dropping out. Bullying also affects students' emotional security, peer relationships, school belonging, and willingness to participate in learning. Although school-based prevention programmes can reduce bullying perpetration and victimisation, their effectiveness depends on implementation quality, institutional consistency, staff commitment, and the participation of the wider school community. Indonesian evidence similarly shows that child-friendly school policies may contribute to reducing violence only when anti-violence principles are translated into daily teaching, supervision, discipline, and reporting practices (Fry et al., 2018; Gaffney et al., 2021; Saptono, 2022). Accordingly, the absence of reported cases cannot automatically be interpreted as evidence that a school is safe, particularly when children do not understand reporting procedures, fear retaliation, or perceive adults as unresponsive to their concerns.

Despite increasing policy attention, the implementation of child-friendly education in Indonesia continues to demonstrate a gap between formal commitment and institutional

practice. Studies across primary schools have found that several institutions have introduced written policies, implementation teams, child-friendly facilities, and anti-violence activities; however, the completeness and consistency of these components vary considerably. Implementation is often shaped by top-down administrative expectations that do not sufficiently consider school readiness, local needs, available resources, or stakeholders' understanding of children's rights. Other recurring challenges include limited professional training, inadequate facilities, weak interinstitutional coordination, insufficient monitoring, and the absence of measurable follow-up mechanisms. Consequently, schools may be formally identified as child-friendly while still experiencing difficulties in embedding child protection, inclusive learning, positive discipline, and meaningful participation into everyday practices (Aziz et al., 2025; Indraswati et al., 2020; Liestyasari et al., 2023). These conditions indicate that implementation should not be judged solely through the availability of administrative documents but through the correspondence between policy commitments, organisational capacity, daily practices, and outcomes experienced by children.

The application of child-friendly principles in Islamic educational institutions requires particular scholarly attention because madrasahs integrate national educational objectives, religious values, institutional traditions, and community expectations. In a Madrasah Ibtidaiyah, child-friendly management should not be treated as an external programme added to religious education. Instead, principles such as compassion, justice, respect for human dignity, non-discrimination, responsibility, and protection from harm can be integrated with Islamic educational values and institutional culture. Research on religiously oriented child-friendly education has demonstrated that humanistic and religious principles can be combined through the socialisation of children's rights, institutional mapping, policy development, team formation, teacher preparation, and community participation. Nevertheless, religious identity does not automatically guarantee child-friendly practices because conventional authority relations, punitive interpretations of discipline, gender assumptions, and limited student involvement may remain embedded in institutional routines (Hasibuan & Rahmawati, 2019; Jailani et al., 2025; Subqi et al., 2022). Thus, evaluating a child-friendly madrasah requires attention not only to its formal religious commitments but also to the extent to which those commitments are manifested in management decisions and students' lived experiences.

From a management perspective, the successful implementation of a child-friendly madrasah is determined by the interrelationship between leadership, organisational structure, human resources, facilities, financing, partnerships, and quality assurance. Madrasah principals play a strategic role in translating broad child-friendly principles into institutional policies, allocating responsibilities, mobilising resources, and supervising implementation. However, leadership commitment must be supported by a functional implementation team, trained teachers and staff, clear operating procedures, appropriate infrastructure, and collaboration with parents, committees, government institutions, and child-protection services. Recent research in madrasah settings has shown that implementation challenges frequently include uneven teacher understanding, limited human resources, insufficient facilities, restricted student participation, and weak collaboration with external institutions. These limitations indicate that child-friendly management cannot depend on the personal goodwill of individual leaders or teachers; it must be institutionalised in strategic planning, curriculum management, staff development, budgeting, case handling, and internal evaluation systems (Fitriani & Istaryatiningtias, 2020; Kurniyawan et al., 2020; Sohani & Umami, 2025). Institutionalisation is essential to ensure that the programme continues when leadership,

personnel, or policy priorities change.

A comprehensive evaluation model is therefore required to determine not only whether child-friendly activities have been conducted but also whether they correspond to students' needs, are supported by adequate resources, are implemented consistently, and generate meaningful outcomes. The Context, Input, Process, and Product model provides an appropriate framework for this purpose. Context evaluation examines the relevance of the programme, the problems it intends to address, institutional policy, and stakeholders' understanding. Input evaluation assesses leadership, personnel, organisational arrangements, infrastructure, financing, and partnerships. Process evaluation investigates the actual implementation of child-friendly learning, positive discipline, violence prevention, student participation, complaint handling, parent communication, and monitoring. Product evaluation focuses on perceived and documented outcomes, including safety, comfort, improved relationships, reduced violence, increased participation, and programme sustainability. Recent studies have developed and validated CIPP-based instruments for evaluating child-friendly school policies, demonstrating that these four dimensions can provide systematic and reliable information for institutional improvement (Hajaroh et al., 2021; Nurhayati et al., 2024; Pratiwi & Hariri, 2022). The model is particularly valuable because it connects programme conditions, institutional readiness, implementation practices, and outcomes within one coherent evaluative framework.

Nevertheless, existing studies remain limited in several respects. Some investigations have concentrated on describing the six formal components of child-friendly schools, while others have explored implementation challenges or developed measurement instruments. Studies conducted in elementary schools have provided important evidence concerning policies, curricula, infrastructure, teacher preparation, and stakeholder participation; however, they have rarely integrated all four CIPP dimensions with multi-informant evidence from madrasah leaders, teachers, students, parents, and direct observation. Research in child-friendly madrasahs has also identified internal and external implementation barriers, yet it has generally emphasised programme preparation, implementation obstacles, and proposed solutions rather than the interaction among contextual relevance, organisational inputs, implementation processes, and stakeholder-experienced outcomes. Consequently, less attention has been given to evaluating how contextual relevance, organisational inputs, implementation processes, and programme outcomes interact within the management system of Madrasah Ibtidaiyah (Fitriani et al., 2021; Liestyasari et al., 2023; Sohani & Umami, 2025). Moreover, administrative evidence is frequently prioritised over direct observations and the voices of students, even though children may assess safety, fairness, discipline, and reporting accessibility differently from adults.

Three specific research gaps can therefore be identified. First, previous research has predominantly examined child-friendly schools in general elementary education, whereas empirical evaluation of child-friendly management in Madrasah Ibtidaiyah remains comparatively limited. Second, much of the available evidence is descriptive, policy-oriented, or instrument-development based and has not fully integrated the four CIPP dimensions to explain why implementation succeeds or fails at the institutional level. Third, limited research has combined the perspectives of madrasah principals, teachers, students, parents, and other stakeholders with direct observational evidence to evaluate both formal management arrangements and children's everyday experiences. These limitations are particularly relevant in Bandar Lampung, where a context-sensitive evaluation is required to avoid assuming that

findings from other cities, school types, or institutional cultures can be applied directly. Addressing these gaps may expand current child-friendly school scholarship from administrative compliance assessment toward a more comprehensive evaluation of organisational capacity, implementation consistency, stakeholder experience, and programme sustainability (Hajaroh et al., 2021; Jailani et al., 2025; Nurhayati et al., 2024; Saptono, 2022).

Accordingly, this study aims to evaluate the implementation of child-friendly madrasah management in a Madrasah Ibtidaiyah in Bandar Lampung using the CIPP evaluation framework. Specifically, it examines the relevance of programme policies and objectives to students' needs within the context dimension; the adequacy of leadership, human resources, organisational structures, infrastructure, financing, and partnerships within the input dimension; the implementation of child-friendly learning, positive discipline, violence prevention, complaint handling, student participation, communication, and monitoring within the process dimension; and the outcomes related to safety, comfort, interpersonal relationships, participation, and programme sustainability within the product dimension. By integrating multi-stakeholder interviews with direct observations, this study seeks to provide a more contextually grounded evaluation than studies relying exclusively on administrative reports or adult perspectives. The study is expected to contribute theoretically by extending the application of CIPP evaluation to Islamic elementary education and practically by providing evidence-based recommendations for madrasah leaders, educational authorities, and policymakers seeking to institutionalise child-friendly management in a sustainable manner (Aziz et al., 2025; Hajaroh et al., 2021; Molinari & Grazia, 2023).

Method

This study employed a qualitative evaluative design guided by the Context, Input, Process, and Product (CIPP) framework to examine the implementation of child-friendly madrasah management in an Islamic elementary school in Bandar Lampung, Indonesia. A qualitative approach was considered appropriate because child-friendly madrasah management represents a complex institutional phenomenon involving educational policies, leadership practices, organisational resources, professional conduct, interpersonal relationships, and students' everyday experiences. These interconnected dimensions cannot be adequately understood through numerical measurement alone. The evaluative orientation enabled the study to examine the relevance of the programme, the adequacy of institutional support, the consistency of its implementation, and the outcomes perceived by relevant stakeholders. The CIPP framework was adopted because it provides a systematic structure for evaluating programme needs, supporting resources, implementation practices, and outcomes within an integrated evaluative process (Busetto et al., 2020; Hajaroh et al., 2021; Nurhayati et al., 2024).

The study was designed as a qualitative single-case study conducted in one selected Madrasah Ibtidaiyah in Bandar Lampung. The madrasah was treated as a bounded institutional case in which child-friendly management policies, practices, stakeholder experiences, and environmental conditions were examined as interrelated components. The research site was purposively selected based on its involvement in implementing child-friendly education, institutional commitment to student protection and well-being, accessibility for data collection, and relevance to the research objectives. A single-case design enabled an in-depth examination of the implementation process within its natural institutional setting and facilitated a comprehensive understanding of the relationship between formal policy and everyday educational practice. This design is appropriate when a phenomenon

must be understood within a specific organisational and social context and when the boundaries between the phenomenon and its setting cannot be clearly separated (Mtisi, 2022; Priya, 2021; Rashid et al., 2019).

The research participants were selected through purposive sampling based on their knowledge, responsibilities, involvement, and direct experiences related to child-friendly madrasah management. The participants comprised the madrasah principal, teachers, students, parents or guardians, school committee members, and relevant educational personnel. The principal was involved because of the responsibility for institutional policies, resource allocation, programme coordination, and supervision. Teachers provided information regarding learning practices, student discipline, child protection, classroom interaction, and communication with families. Students were included to describe their experiences of safety, comfort, fairness, participation, peer relationships, and teacher treatment within the madrasah environment. Parents and school committee members contributed information concerning school-family communication, stakeholder participation, institutional responsiveness, and the perceived outcomes of the programme. Participant selection emphasised the relevance and richness of the information provided rather than statistical representation, as qualitative sampling seeks to obtain in-depth and contextually meaningful evidence from information-rich participants (Campbell et al., 2020; Guest et al., 2020; Hennink & Kaiser, 2022).

Data were collected through semi-structured interviews and non-participant observations. Distinct interview guides were prepared for the principal, teachers, students, parents, and school committee members to ensure that the questions corresponded to their respective roles and experiences. Questions related to the context dimension explored the programme background, institutional needs, objectives, policy support, and stakeholder understanding of child-friendly madrasah management. Questions concerning the input dimension addressed leadership commitment, human resources, organisational arrangements, facilities, financing, and institutional partnerships. The process dimension examined programme planning, child-friendly learning, positive discipline, violence prevention, complaint handling, student participation, communication, monitoring, and follow-up actions. The product dimension explored perceived changes in safety, comfort, interpersonal relationships, participation, behaviour, and programme sustainability. Semi-structured interviews provided a consistent framework across participant groups while allowing the researchers to use follow-up questions to explore experiences, examples, and explanations in greater depth (Adeoye-Olatunde & Olenik, 2021; DeJonckheere & Vaughn, 2019; McGrath et al., 2019). Interview excerpts presented in the Results were translated from Indonesian into English while preserving their intended meanings.

Non-participant observations were conducted to compare participants' accounts with practices and environmental conditions that could be directly observed within the madrasah. The observations focused on classroom instruction, teacher-student communication, disciplinary practices, student participation, peer interaction, supervision, and institutional responses to students experiencing difficulties. The physical and organisational environment was also examined, including classroom safety, sanitation, health facilities, play areas, school accessibility, information concerning violence prevention, and the availability of complaint mechanisms. Descriptive field notes were used to record observable events, interactions, and environmental conditions, while reflective notes documented the researchers' preliminary interpretations. Observational findings were not treated as independent evidence but were compared with the interview data to identify convergence, inconsistency, and possible gaps

between formal institutional claims and actual practices.

The researcher served as the primary research instrument and was supported by semi-structured interview guides, an observation sheet, field notes, and a CIPP-based analytical matrix. The research instruments were developed by adapting indicators from relevant child-friendly school literature and previous CIPP-based programme evaluation studies. The context indicators covered programme needs, objectives, policy support, and stakeholder understanding. The input indicators included leadership, the implementation team, teacher competence, facilities, funding, and stakeholder partnerships. The process indicators addressed programme planning, classroom practices, positive discipline, child protection, complaint handling, student participation, institutional communication, and monitoring. The product indicators included student safety, learning comfort, interpersonal relationships, participation, perceived behavioural changes, and programme sustainability. The use of complementary instruments enabled the researchers to obtain evidence from different stakeholder perspectives and to examine child-friendly management as an integrated institutional system rather than as a collection of separate administrative activities (Fitriani & Istaryatiningtias, 2020; Fitriani et al., 2021; Hajaroh et al., 2021).

The data were analysed using theoretically informed thematic analysis by combining deductive and inductive coding procedures. The analysis began with the repeated reading of interview transcripts and observation notes to develop familiarity with the complete dataset. Relevant units of meaning were initially coded deductively according to the context, input, process, and product dimensions. Inductive coding was subsequently conducted within each CIPP category to identify emerging patterns, unexpected findings, and context-specific subthemes that had not been predetermined by the evaluation framework. Related codes were compared, refined, and organised into coherent themes representing the strengths, weaknesses, supporting factors, barriers, and outcomes of child-friendly madrasah management. The themes were continuously reviewed against the original data to ensure that they accurately represented participants' accounts and the observed institutional conditions. The final interpretations were supported by representative interview quotations and relevant observational evidence (Braun & Clarke, 2022; Byrne, 2022; Kiger & Varpio, 2020). CIPP judgements were formulated descriptively rather than through numerical scoring: evidence was treated as established when it converged across interview and observation sources, partially established when it was reported but inconsistently observed or insufficiently documented, and insufficiently documented when supporting evidence was absent.

The trustworthiness of the findings was strengthened through source triangulation, method triangulation, peer examination, and systematic documentation of the analytical process. Source triangulation was conducted by comparing information obtained from the principal, teachers, students, parents, committee members, and other relevant personnel. Method triangulation involved comparing interview findings with direct observational evidence. Particular attention was given to contradictory information, especially when formal statements made by institutional representatives differed from students' experiences or practices observed in the madrasah. Coding decisions, field notes, analytical categories, theme revisions, and interpretive conclusions were systematically documented to maintain transparency and consistency. Peer examination was also employed to assess the plausibility of the interpretations and reduce the influence of individual researcher assumptions. These procedures were intended to enhance the credibility, dependability, confirmability, and transferability of the study findings (Busetto et al., 2020; Korstjens & Moser, 2018; Stahl &

King, 2020).

Results

The findings were organised according to the four components of the CIPP evaluation model: context, input, process, and product. The analysis integrated evidence obtained from interviews with the madrasah principal, teachers, students, and parents, as well as direct observations of the institutional environment and educational practices. This structure enabled the study to identify the programme's underlying rationale, institutional readiness, implementation practices, and perceived outcomes. The case comprised one Madrasah Ibtidaiyah in Bandar Lampung, with evidence contributed by the principal, teachers, students, parents or guardians, school committee members, and relevant educational personnel. Participant codes used in the quoted excerpts are P (principal), T (teacher), S (student), and PA (parent).

Context Evaluation: Programme Rationale, Policy Support, and Stakeholder Understanding

The context evaluation demonstrated that the implementation of child-friendly madrasah management was primarily motivated by the institutional commitment to creating a safe, comfortable, and violence-free learning environment. The principal explained that the programme was initiated to prevent violence and bullying while strengthening the protection of students within the madrasah. This institutional orientation was translated into policies concerning the prevention of violence, anti-bullying measures, and the application of positive discipline. These policies established the formal basis for incorporating child-friendly principles into daily educational activities. The principal summarised this rationale as follows: "The programme was motivated by a commitment to create a safe and comfortable learning environment free from violence and bullying" (P).

The interview findings also revealed a relatively consistent understanding of the concept of a child-friendly madrasah among the participating stakeholders. Teachers defined it as an educational institution that provides security, comfort, and respect for students' rights. Parents similarly understood the programme as an institutional effort to prioritise children's safety, comfort, and protection. Students associated the child-friendly environment with respectful treatment from teachers and positive relationships with peers. These findings indicate that the programme was not understood solely as an administrative policy but was also associated with the quality of relationships and the learning atmosphere experienced by students.

Table 1 Context evaluation of child-friendly madrasah management

Evaluation aspect	Evidence from interviews and observations	Main finding
Programme rationale	The programme was introduced to create a safe, comfortable, and violence-free environment	The programme addressed institutional concerns related to student protection
Policy support	The madrasah established anti-violence, anti-bullying, and positive-discipline policies	Formal policy support was available
Teacher understanding	Teachers associated the programme with safety, comfort, and respect for students' rights	Teachers demonstrated a generally appropriate conceptual understanding
Parent understanding	Parents emphasised safety, comfort, and child protection	Parents understood the programme's protective orientation
Student experience	Students reported feeling safe, comfortable, respected, and able to express opinions	The programme's objectives were reflected in students' reported experiences

Taken together, the context data showed alignment between the programme's stated aims and stakeholders' reported need for safety and well-being. The documented policies and shared understanding across participant groups provided an identifiable institutional basis for implementation.

Input Evaluation: Organisational Readiness, Human Resources, Facilities, and Funding

The input evaluation showed that the madrasah had established an implementation team responsible for coordinating and evaluating the Child-Friendly Madrasah programme. The establishment of this team indicated that the programme had been assigned an organisational structure rather than being implemented solely through informal individual initiatives. The principal also reported that teachers and educational personnel had received socialisation and guidance to support the implementation of child-friendly practices. Nevertheless, teacher interviews indicated that understanding of the programme remained uneven, suggesting that the existing socialisation and professional guidance had not yet produced the same level of competence among all personnel. A teacher identified the remaining challenge directly: "The main constraints are uneven understanding and long-standing habits; more socialisation and guidance are needed" (T).

Facilities and programme financing were provided gradually according to institutional needs. Observational evidence confirmed the availability of several supporting facilities, including child-friendly policy posters, anti-violence notices, a complaint box, clean and safe classrooms, toilets, clean water, and basic health services. These facilities demonstrated that the madrasah had provided essential physical and organisational support for student safety and comfort. However, interviews with the principal, students, and parents consistently indicated that some facilities still required improvement. Thus, although the fundamental infrastructure was available, its adequacy had not yet fully met all programme needs.

Table 2 Input evaluation of child-friendly madrasah management

Evaluation aspect	Available support	Identified limitation
Organisational structure	An implementation team was established to coordinate and evaluate the programme	The extent of the team's routine activities was not explicitly documented in the interview data
Teacher readiness	Teachers and educational personnel received socialisation and guidance	Understanding and implementation readiness remained uneven
Programme financing	Funding was provided gradually according to madrasah needs	Funding availability had not yet supported the completion of all required facilities
Physical facilities	Classrooms, toilets, clean water, health services, posters, and complaint facilities were available	Several facilities were considered insufficient and required further improvement
Complaint infrastructure	A complaint box and direct reporting channels were available	The data did not demonstrate how frequently these mechanisms were used
Stakeholder support	Parents were involved through communication and meetings	Socialisation with stakeholders still needed to be strengthened

The input data documented basic organisational, human, and physical supports for programme implementation; however, facilities were still being developed and staff understanding was not uniformly reported.

Process Evaluation: Programme Planning, Child-Friendly Learning, Discipline, and Complaint Handling

The programme was planned through deliberation and implemented gradually within everyday madrasah activities. This participatory planning approach indicated that the programme was

integrated into institutional routines rather than conducted as a separate temporary intervention. Monitoring and evaluation were also reported to be conducted periodically to identify implementation barriers and determine necessary improvements. Nevertheless, the available data did not provide detailed evidence regarding the monitoring instruments, performance indicators, documentation procedures, or frequency of follow-up activities.

The implementation of child-friendly learning was reflected in teachers' efforts to create orderly, interactive, and caring classroom environments. Teachers reported that students were provided with opportunities to ask questions and express their opinions. Students confirmed that they were allowed to participate verbally during classroom activities and perceived that teachers treated them fairly. Observational data supported these accounts by showing that teachers communicated politely and respectfully and provided space for student participation. These convergent findings indicate that participation and respectful communication had become visible elements of classroom practice. As one student explained, "I am allowed to ask questions and express my opinions during lessons" (S).

Positive discipline was implemented through polite reprimands, advice, and educational guidance rather than physical or verbal punishment. Students similarly stated that teachers corrected mistakes appropriately and without violence. The prevention of bullying and discrimination was carried out through explicit rules, teacher supervision, character development, mediation, and referral to relevant authorities when necessary. Students reported that no serious incidents had occurred and that the madrasah regularly reminded them to avoid bullying. While these findings suggest that preventive practices were in place, they should be interpreted as stakeholder perceptions rather than as proof of the complete absence of bullying or violence.

The complaint mechanism involved several channels. Students could report concerns to their homeroom teacher, a trusted teacher, counselling personnel, or through the complaint box. This combination of direct and indirect reporting mechanisms increased the availability of institutional support. Parents also described the madrasah as responsive to complaints and stated that problems were addressed promptly through efforts to provide appropriate solutions. However, the research data did not show whether complaint records were systematically maintained or whether students had been formally informed about confidentiality and follow-up procedures.

Table 3 Process evaluation of child-friendly madrasah management

Implementation area	Practices identified	Area requiring further strengthening
Programme planning	Planning was conducted through deliberation and gradual integration into daily activities	Operational targets and documented performance indicators were not evident in the data
Child-friendly learning	Learning was orderly, interactive, caring, and participatory	Consistency across all teachers still required continued guidance
Positive discipline	Teachers used advice, polite reprimands, and educational guidance	Previous disciplinary habits remained an implementation challenge
Violence and bullying prevention	Prevention involved regulations, supervision, character development, mediation, and referral	Preventive practices required sustained supervision
Student participation	Students were allowed to ask questions and express opinions	Participation was mainly evident in classroom interaction rather than broader institutional decision-making
Complaint handling	Reports could be submitted to teachers, counselling personnel, or through a complaint box	Documentation, confidentiality, and follow-up procedures were not fully described
Parent communication	Communication was described as open, and parents were involved through	Programme socialisation with parents needed to be expanded

	meetings	
Monitoring and evaluation	Monitoring was conducted periodically to identify barriers and improvements	The instruments and follow-up mechanisms were not clearly documented

Overall, the process evaluation indicated that child-friendly principles had been incorporated into classroom interaction, discipline, student participation, complaint handling, and communication with parents. However, the implementation was more clearly demonstrated through everyday interpersonal practices than through documented monitoring and accountability procedures.

Product Evaluation: Safety, Learning Climate, Behavioural Change, and Stakeholder Perceptions

The product evaluation revealed several perceived improvements following the implementation of the programme. The principal reported that the programme had positively influenced the overall atmosphere of the madrasah. Teachers observed that classrooms had become more conducive, students behaved more politely, and they demonstrated greater confidence in expressing their opinions. Parents similarly reported improvements in children's discipline, confidence, and willingness to attend school. These findings indicate that programme outcomes were perceived not only in terms of environmental safety but also through changes in student behaviour and engagement. A parent similarly reported, "My child has become more disciplined, confident, and happy to attend school" (PA).

Students reported feeling safe and comfortable because teachers and peers treated one another respectfully. They also perceived that the facilities were sufficiently clean and safe for learning. Observational findings were consistent with these perceptions, showing that the general madrasah environment supported child-friendly learning and that teachers interacted with students using polite and nonviolent language. The convergence between interview and observation data strengthens the finding that the programme had contributed to a more supportive educational climate.

Despite these positive outcomes, several implementation constraints remained. The principal identified the persistence of previous habits and limitations in available facilities. Teachers also noted uneven understanding of child-friendly practices, while students and parents recommended improvements in facilities, supervision, and programme socialisation. These recurring concerns demonstrate that the programme had produced meaningful benefits but had not yet achieved complete institutional consolidation.

Table 4 Product evaluation of child-friendly madrasah management

Outcome dimension	Evidence of achievement	Remaining limitation
Student safety	Students reported feeling safe, and teachers used nonviolent approaches	Continued supervision was still considered necessary
Learning comfort	Classrooms and the general madrasah environment were perceived as comfortable and conducive	Some facilities required further improvement
Student confidence	Students became more willing to ask questions and express opinions	Broader forms of student participation were not identified
Student discipline	Parents and teachers reported improvements in discipline and politeness	Previous habits remained a challenge for consistent implementation
School attendance motivation	Parents stated that children were happier and more willing to attend school	The finding was based on stakeholder perception rather than attendance records
Stakeholder	Parents perceived the madrasah as open and	Socialisation and communication still

responsiveness Programme sustainability	responsive to complaints The programme was integrated into everyday activities and periodically evaluated	needed to be expanded Uneven understanding and limited facilities could affect long-term consistency
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The product findings indicate that the programme generated positive perceived outcomes in student safety, classroom climate, discipline, confidence, and enjoyment of school. Nevertheless, these results were predominantly based on stakeholder accounts and observational evidence. The available data did not include longitudinal records, incident statistics, attendance data, or standardised measures of student well-being. Therefore, the findings demonstrate perceived and observable programme outcomes rather than causal effects.

Integrated CIPP Evaluation

Across the four CIPP dimensions, child-friendly management was reflected not only in formal policy but also in classroom practices, teacher–student communication, positive discipline, complaint channels, stakeholder communication, and the physical environment. The evidence documented a clear institutional rationale, preventive policies, an implementation team, teacher guidance, basic facilities, and periodic monitoring, while stakeholders reported and observations indicated a safer and more comfortable learning environment, more respectful interaction, improved discipline, and greater confidence in expressing opinions.

However, the evaluation also identified several areas that had not been fully institutionalised. These included uneven staff understanding, limited facilities, the persistence of previous habits, insufficiently documented monitoring procedures, limited evidence concerning the use of complaint mechanisms, and student participation that remained concentrated within classroom activities. Table 5 presents an integrated summary of the CIPP findings.

Table 5 Integrated summary of the CIPP evaluation

CIPP component	Principal strength	Principal limitation	Overall finding
Context	Clear commitment to creating a safe, comfortable, and violence-free madrasah	The data did not include a formal assessment of students' needs before programme implementation	The programme was relevant and supported by institutional policy
Input	An implementation team, teacher guidance, complaint facilities, and basic infrastructure were available	Teacher understanding and physical facilities remained uneven or incomplete	Basic institutional readiness had been established but required strengthening
Process	Child-friendly learning, positive discipline, reporting channels, and parent communication were practised	Monitoring, documentation, broader student participation, and programme socialisation were not fully developed	Implementation was visible in daily practices but less developed in formal quality-assurance mechanisms
Product	Stakeholders perceived improvements in safety, comfort, discipline, confidence, and school climate	Outcome evidence was primarily perceptual and observational rather than longitudinal or quantitative	The programme produced positive perceived outcomes but required stronger evidence-based monitoring

Taken together, the evidence suggests that child-friendly management was most visible in relational and classroom practices, whereas documentation, resource completeness, monitoring, and participatory governance remained less developed. These findings describe perceived and observed implementation patterns and should not be interpreted as causal programme effects.

Discussion

The findings indicate that the implementation of child-friendly madrasah management was supported by a clear institutional commitment to creating a safe, comfortable, and violence-free educational environment. This commitment was reflected in anti-violence, anti-bullying, and positive-discipline policies, as well as in the establishment of a programme implementation team. This finding is consistent with Fitriani et al. (2021), who found that successful child-friendly school implementation requires the integration of formal policies, institutional structures, learning practices, and stakeholder involvement. However, the current findings also support Liestyasari et al. (2023), who warned that formal declarations and administrative compliance do not necessarily indicate that child-friendly principles have been fully institutionalised. In the present case, formal policy support was evident, but several elements, including facilities, staff understanding, monitoring procedures, and stakeholder socialisation, remained under development. Therefore, the madrasah can be understood as having moved beyond symbolic policy adoption without yet reaching complete organisational institutionalisation. This position is also comparable to Saptono's (2022) finding that child-friendly school policies may be implemented at an adequate level while still requiring substantial optimisation to strengthen their contribution to violence prevention.

The context evaluation revealed a relatively consistent understanding of child-friendly education among the principal, teachers, students, and parents. Teachers and parents associated the programme with security, comfort, protection, and respect for students' rights, while students described the madrasah as a place where they felt safe and were treated respectfully. This convergence suggests that the core values of the programme had been communicated across the school community. Nevertheless, the finding should be interpreted cautiously because shared definitions do not necessarily guarantee identical experiences or perceptions. Molinari and Grazia (2023) demonstrated that students, teachers, and parents frequently evaluate the same school environment differently, with teachers generally reporting more favourable perceptions than students or parents. The apparent agreement in the present study may indicate genuine institutional coherence, but it may also reflect the broad and socially desirable nature of concepts such as safety and comfort. Accordingly, continued evaluation should employ more experience-specific questions concerning fairness, psychological safety, reporting confidence, teacher behaviour, and peer relations rather than relying only on general assessments of whether the madrasah is perceived as child-friendly.

The input findings showed that the madrasah had established an implementation team, provided socialisation and professional guidance to teachers, and gradually allocated facilities and financial resources according to institutional needs. Nevertheless, teacher understanding remained uneven, and the principal, students, and parents consistently acknowledged that some facilities still required improvement. This finding is consistent with Liestyasari et al. (2023), who identified technical readiness, continued mentoring, and programme sustainability as persistent challenges in child-friendly school implementation. It also corresponds with Aziz et al. (2025), who found that the effectiveness of child-friendly education depends on continuous adaptation, stakeholder collaboration, and institutional evaluation rather than one-time socialisation. From a CIPP perspective, Nurhayati et al. (2024) confirmed that human resources, policy support, infrastructure, and implementation capacity constitute interdependent dimensions of child-friendly school evaluation. The present findings extend this argument by showing that the availability of organisational inputs does not automatically indicate their adequacy. A team may formally exist without functioning consistently, socialisation may occur without producing uniform professional

competence, and basic facilities may be available without fully satisfying children's safety and comfort needs.

The process evaluation demonstrated that child-friendly principles were most visible in everyday classroom interactions. Teachers reported creating orderly, interactive, and caring learning environments, providing students with opportunities to ask questions, and using advice and educational guidance rather than physical or verbal punishment. Students supported these accounts by reporting fair treatment, opportunities to express their opinions, and nonviolent correction when they made mistakes. Observations also showed that teachers generally communicated politely and provided students with opportunities to participate. These findings correspond with Fitriani et al. (2021), whose study identified supportive learning environments and respectful interactions as central characteristics of effective child-friendly school implementation. They are also consistent with Wang et al. (2020), whose meta-analysis demonstrated that positive classroom climates are associated with student motivation, engagement, academic achievement, social competence, and lower socioemotional distress. However, the present study does not establish that the programme directly caused the reported behavioural and emotional outcomes. Instead, it shows that the relational conditions theoretically associated with positive student development were observable within the madrasah.

The findings concerning violence prevention and complaint handling revealed both institutional progress and an important implementation gap. The madrasah employed explicit regulations, teacher supervision, character development, mediation, direct reporting to trusted teachers, and a complaint box. Students stated that no serious incidents had occurred and that they could report concerns to their homeroom teacher or another trusted adult. The availability of multiple reporting channels represents a positive protective measure, but the data did not establish whether students understood the formal reporting process, trusted its confidentiality, used the complaint box, or received documented follow-up. Saptono (2022) similarly concluded that child-friendly school policies can support violence reduction but require further optimisation by education providers and policymakers. Liestyasari et al. (2023) also identified evaluation mechanisms and technical implementation as critical weaknesses that can prevent child-friendly programmes from progressing beyond formal declarations. Consequently, the absence of reported serious incidents should not be interpreted as definitive evidence that bullying or violence was entirely absent. It may alternatively reflect low incidence, successful informal resolution, reluctance to report, or incomplete institutional recording.

Parental involvement emerged as another supporting element of programme implementation. Parents described communication with the madrasah as relatively open, reported being involved through meetings and routine communication, and perceived the madrasah as responsive to complaints. Nevertheless, they also recommended stronger socialisation and improved facilities. This finding supports Fitriani and Istaryatiningtias (2020), who found that school committees and parents perform an essential role in monitoring learning conditions, promoting a positive school climate, and bridging communication between schools and families. It is also consistent with Aziz et al. (2025), who emphasised teacher-parent collaboration as a central condition for sustaining child-friendly educational practices. The present findings indicate that parental involvement had primarily taken the form of communication, meetings, and responses to children's difficulties. This represents a necessary foundation, but it remains narrower than participatory governance in which parents contribute to programme planning, monitoring indicators, facility assessment, policy review, and evaluation of complaint-handling procedures. Therefore, the madrasah should move from communicative involvement toward collaborative and evaluative partnership.

Student participation was evident in opportunities to ask questions and express opinions during classroom learning. Teachers, students, and observations consistently indicated that students were given space to communicate their ideas. Although this represents a meaningful form of pedagogical participation, it should not be equated with full participation in school management. Müller-Kuhn et al. (2021) conceptualised student participation as a continuum that ranges from having opportunities to speak to having genuine influence over decisions affecting school life. Their findings indicate that students may be encouraged to express concerns while still having limited authority in collective decision-making. Similarly, Smit et al. (2020) found that student participation often remains at a relatively low level when adults retain control over the process and involve students only in selected stages. The present study therefore indicates that student voice was pedagogically recognised but had not yet been clearly extended to programme planning, school-rule development, evaluation of safety, design of complaint mechanisms, or decisions concerning facilities. Developing child-friendly governance requires not only giving children a voice but also demonstrating how their views influence institutional decisions.

The product evaluation indicated positive perceived changes in classroom climate, student discipline, confidence, and enjoyment of school. Teachers described classrooms as more conducive and students as more polite and willing to express their opinions, while parents reported that children had become more disciplined, confident, and enthusiastic about attending school. Students also described the environment as safe and comfortable. These findings are consistent with Wang et al. (2020), who demonstrated positive associations between supportive classroom climates and motivation, engagement, social competence, and behavioural outcomes. They also align with Fitriani et al. (2021), who found that the successful implementation of child-friendly principles can contribute to a positive learning environment and improved quality of school life. Nevertheless, the present results are best understood as perceived and observable outcomes rather than objectively measured programme effects. No baseline data, longitudinal comparisons, standardised well-being measures, attendance trends, or systematic records of violence and complaints were available to determine the magnitude of change. Thus, the findings support the plausibility of positive programme contributions but do not establish a causal relationship between the programme and student outcomes.

The novelty of this study does not lie merely in applying the CIPP model, because the model has previously been developed and validated for evaluating child-friendly school policies. Rather, its contribution lies in applying an integrated CIPP evaluation to a single Islamic elementary school and combining the perspectives of the principal, teachers, students, and parents with direct observations of educational practice. Previous studies have frequently focused on general primary schools, policy characteristics, implementation instruments, or formal child-friendly school components. This study adds a context-specific understanding of how child-friendly management operates within a Madrasah Ibtidaiyah, where institutional policy, educational management, religious culture, teacher authority, parental expectations, and children's experiences intersect. More specifically, the findings reveal an implementation asymmetry that may be described as relationally established but managerially incomplete. Respectful interaction, positive discipline, classroom participation, and perceived safety were relatively visible, while systematic monitoring, documented complaint follow-up, staff capacity development, resource completeness, and participatory governance remained less developed. This distinction offers a more nuanced evaluative conclusion than categorising the programme simply as successful or unsuccessful.

Theoretically, the findings reinforce the CIPP model as an interconnected rather than compartmentalised evaluation framework. Contextual commitment created the justification for the

programme, but its implementation depended on the availability and quality of institutional inputs. These inputs influenced the consistency of classroom and organisational processes, which in turn shaped the outcomes perceived by students, teachers, and parents. Weaknesses in monitoring and documentation also restricted the madrasah's ability to demonstrate product achievement convincingly. Thus, a positive product perception cannot be separated from the strength of the preceding context, input, and process components. The multi-informant findings also support the argument that child-friendly management should be evaluated from multiple perspectives because school leaders, teachers, parents, and students provide different but complementary evidence regarding institutional quality and school climate (Molinari & Grazia, 2023; Nurhayati et al., 2024; Wang et al., 2020).

Practically, the findings imply that the madrasah should strengthen the transition from interpersonal commitment to institutional quality assurance. The implementation team requires clearly defined responsibilities, scheduled evaluation activities, measurable indicators, and documented follow-up. Professional development should move beyond general socialisation and provide teachers with practical competence in positive discipline, bullying identification, inclusive communication, child-sensitive complaint handling, and student participation. Reporting channels should be evaluated from the students' perspective and supported by clear confidentiality, referral, documentation, and feedback procedures. Students should be involved in class agreements, school-safety mapping, facility evaluation, programme feedback, and age-appropriate institutional decisions. Parents and school committee members should also participate in programme monitoring rather than only receiving information or attending meetings. These implications are consistent with research emphasising sustainable mentoring, collaborative implementation, multi-stakeholder participation, and evidence-based evaluation as requirements for effective child-friendly education (Aziz et al., 2025; Fitriani & Istaryatiningtias, 2020; Liestyasari et al., 2023).

This study has several limitations that should be considered when interpreting its findings. The single-case design provides an in-depth account of one Madrasah Ibtidaiyah but limits the transferability of the findings to other madrasahs with different leadership structures, resources, locations, or organisational cultures. The study relied substantially on stakeholder self-reports, which may have been influenced by social desirability, institutional loyalty, limited recall, or concerns about discussing sensitive matters such as punishment and bullying. Student statements that no serious violence had occurred may not fully capture hidden, normalised, or unreported experiences. Observational evidence was also limited to behaviours and conditions visible during the data-collection period and could not represent all interactions occurring across different times and settings. In addition, the study did not include longitudinal data, standardised measures of school climate or student well-being, systematic incident records, complaint-resolution data, or objective indicators of attendance and behavioural change. The available evidence therefore supports contextual interpretation and programme diagnosis but cannot determine causal effectiveness. Future research should involve multiple madrasahs, longer observation periods, confidential student surveys, systematic document analysis, and longitudinal outcome indicators to examine whether improvements in policy, inputs, and implementation produce sustained changes in children's safety, participation, well-being, and educational engagement.

Conclusion

This single-case CIPP evaluation shows that child-friendly madrasah management in the selected Islamic elementary school was most clearly established in policy commitment, respectful teacher-student interaction, positive discipline, classroom participation, and basic reporting and support

facilities. However, implementation remained less developed in the consistency of staff capacity, facility adequacy, systematic monitoring, documented complaint follow-up, and student involvement in institutional decision-making. The study's principal contribution is the identification of an implementation asymmetry: the programme was relationally established but managerially incomplete. Because the reported outcomes were based on stakeholder accounts and observation, they should be interpreted as perceived and observed improvements rather than causal effects. Strengthening measurable quality-assurance procedures, continuous professional development, and meaningful student participation is therefore essential for translating child-friendly policy commitments into sustainable and accountable institutional practice.

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