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Managing Child Friendly School Development through Islamic Education at SDIT Daar Ilmi Way Kanan

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ABSTRACT

This qualitative case study examines the management of child friendly school development at SDIT Daar Ilmi Way Kanan, an Islamic elementary school in Lampung, Indonesia. The source manuscript reports purposive participation by the principal, teachers, education personnel, students, and parents; semi-structured interviews, observation, document review, thematic analysis, and source and technique triangulation. Four themes organize the reported findings: leadership and school policy; a safe and respectful culture; participatory learning and holistic child development; and collaboration with students and parents. Illustrative participant statements describe guidance before punishment, respectful communication, recognition of individual differences, and school–family discussion. These accounts suggest alignment between child protection and Islamic educational values in everyday practice. The supplied manuscript does not provide participant totals, fieldwork dates, coded observation excerpts, incident records, or outcome measures. The four themes are therefore interpreted as reported practices at one school, not evidence that violence was reduced or a formal child friendly school standard was met. More transparent case evidence is needed before publication.

Keywords: Child Friendly School; Islamic Education; Positive Discipline; Student Participation; School Management



ABSTRAK

Studi kasus kualitatif ini mengkaji manajemen pengembangan sekolah ramah anak di SDIT Daar Ilmi Way Kanan, Lampung. Naskah sumber melaporkan pemilihan kepala sekolah, guru, tenaga kependidikan, siswa, dan orang tua secara purposif; wawancara semi-terstruktur, observasi, telaah dokumen, analisis tematik, serta triangulasi sumber dan teknik. Temuan disusun dalam empat tema: kepemimpinan dan kebijakan sekolah; budaya yang aman dan saling menghormati; pembelajaran partisipatif dan perkembangan anak secara utuh; serta kolaborasi dengan siswa dan orang tua. Pernyataan informan menggambarkan bimbingan sebelum hukuman, komunikasi yang menghormati anak, pengakuan atas perbedaan kemampuan, dan diskusi sekolah dengan keluarga. Uraian tersebut menunjukkan keselarasan antara perlindungan anak dan nilai pendidikan Islam dalam praktik sehari-hari. Naskah belum memerinci jumlah partisipan, tanggal kerja lapangan, kutipan observasi berkode, catatan insiden, atau ukuran hasil. Karena itu, keempat tema dipahami sebagai praktik yang dilaporkan pada satu sekolah, bukan bukti penurunan kekerasan atau pemenuhan standar formal sekolah ramah anak. Bukti kasus perlu dilaporkan lebih transparan sebelum publikasi.

Kata kunci: Sekolah Ramah Anak; Pendidikan Islam; Disiplin Positif; Partisipasi Siswa; Manajemen Sekolah

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1. INTRODUCTION

A child friendly school links protection, participation, inclusion, and learning in the everyday experience of children. It addresses how adults respond to mistakes, whether pupils can express concerns, and whether all children can take part in instruction. Research on Indonesian policy implementation shows that written commitments require continuing evaluation and cooperation with families (Aziz et al., 2025; Saptono, 2022).

The management question is how a school turns these principles into consistent routines across leadership, classroom practice, discipline, and family communication. School climate research associates supportive relationships with students' engagement and sense of safety (Thapa et al., 2013). The presence of facilities alone cannot reveal how pupils are treated in class or whether they can seek help.

Islamic education adds an explicit moral vocabulary of dignity, care, fairness, and responsibility. An Islamic account of children's rights supports duties of families and institutions to protect children and enable their development (Santoso, 2017). Ethical commitments must still be translated into observable teacher behavior and safe ways for pupils to speak, rather than assumed from the school's religious identity.

This article revises the supplied case study of SDIT Daar Ilmi Way Kanan around four related dimensions: policy and leadership, culture and environment, learning and development, and participation and collaboration. It retains participant statements reported in the source and clarifies what those accounts can support. The goal is a coherent interpretation of the school's described practice; no prevalence estimate or causal impact on student safety is available.

2. RESEARCH METHODS

The source describes a qualitative descriptive case study at SDIT Daar Ilmi Way Kanan, an integrated Islamic elementary school in Lampung. The site was chosen purposively for its combination of general elementary and Islamic education. The supplied manuscript does not specify the dates or duration of fieldwork or the criteria by which this school was selected over other possible sites (Yin, 2018).

The manuscript lists the principal, teachers, education personnel, students, and parents as purposively selected participants because their roles relate to school management and pupil experience. Interviews reportedly addressed leadership, rules, discipline, classroom learning, safety, and school-home communication. Final counts by role, recruitment procedures, student ages, and the manner of assent and parent consent are not reported.

The source also describes observation of school activities and review of relevant documents. Data were condensed, displayed in thematic categories, and interpreted across four dimensions (Miles et al., 2019). It reports triangulation of participant groups and collection techniques, and member checking with selected informants. The manuscript includes a few attributed interview statements, but no observation log, document inventory, transcript coding, or record of interpretations checked with participants.

Because the underlying records are unavailable, the results below summarize the source's reported patterns and distinguish participant testimony from verified policy implementation. A case account can illuminate an institutional process, but conclusions about reduced violence, improved well-being, or compliance would require appropriately defined measures and an auditable evidence trail (Creswell & Poth, 2018).

3. RESULTS AND FINDINGS

The source characterizes the principal's role as setting expectations for student protection and guiding teachers toward respectful discipline. One interviewee said, "When students make mistakes, we try not to immediately punish them. We first communicate with them, find out the reason, and then provide guidance so that they understand their mistake." The statement shows an expressed approach to discipline; no rulebook, disciplinary record, or observed example is provided to establish how consistently it is applied.

For culture and environment, the manuscript describes respectful teacher-student communication and efforts to make pupils comfortable asking for help. A teacher said, "We want students to feel comfortable at school. If they are comfortable, they will be more confident to ask questions, communicate with teachers, and participate in learning." Religious routines and teacher modeling are described as part of this setting. The source does not report students' own accounts of safety or a school climate measure.

The learning theme emphasizes opportunities to ask questions, collaborate, and participate according to differences in ability. An informant said, "Every child has different abilities. We try to understand their characteristics so that they can participate according to their abilities and do

not feel inferior to their friends.” The manuscript also notes academic and extracurricular activities and character habituation. It does not document lesson examples or changes in pupils’ learning and social outcomes.

The source presents school–parent communication and pupil participation as a fourth dimension. A parent said, “The school communicates with parents when there is something that needs attention. We can also discuss our children’s development with the teachers.” Students are reportedly invited to express views in class and join extracurricular activities. The account does not identify a formal student feedback channel, its use, or how a concern results in a decision.

4. DISCUSSION

Leadership matters when commitments to protection become routine directions for teachers and staff. The reported preference for guidance before punishment suggests a positive discipline orientation, but one interview quotation cannot establish the content or consistency of institutional policy. Research on child friendly schools similarly connects implementation to evaluation and cooperation among adults (Aziz et al., 2025). A stronger case report would link a written policy, staff training, and a documented example of its use.

The school’s Islamic educational orientation provides language for treating children with care and fairness. Scholarship on children’s rights in Islam describes obligations of families and society to secure their welfare (Santoso, 2017). This framework can support respect for pupils’ dignity, provided that educators also invite children to describe their own experience. Religious identity should be examined through what children and staff actually encounter at school.

A safe school culture includes both physical protection and social relationships. School climate research highlights relationships, norms, and safety as dimensions that shape student experience (Thapa et al., 2013). The teacher’s quotation in the source suggests an intention to make questions and help-seeking welcome, but no student interview excerpt is included here to test that account. Future reporting should compare adult expectations with children’s experience, including any divergent views.

The described approach to mistakes deserves particular attention because discipline can either preserve or undermine a child’s sense of security. Evidence about child friendly policy in Indonesian primary schools points to implementation challenges even where schools endorse the principle (Saptono, 2022). The manuscript describes conversation and guidance as preferred actions. It does not include a handling protocol for serious harm, a referral route, or data on incidents, so protection effectiveness remains unassessed.

Participatory learning can give pupils opportunities to show understanding in different ways. Literature on inclusive pedagogy argues for extending learning opportunities to all children without marking some as an inherently separate group (Florian & Black-Hawkins, 2011). The quoted informant describes attention to different abilities, yet no teaching materials or observed lesson are supplied. This interpretation concerns pedagogical intention rather than demonstrated attainment or equitable participation.

Child development also includes social and emotional experience. Evidence on school-based social and emotional learning stresses educators' instruction, modeling, and relationships (Elbertson et al., 2025). The case's references to respect, cooperation, and confidence fit that emphasis, but these outcomes were not measured. A subsequent study could combine student accounts and lesson observations with indicators appropriate to the pupils' ages.

School–family communication can improve the handling of individual needs when parents can share information and receive a response. Partnership models emphasize defined roles and reciprocal communication (Epstein, 2018). The parent statement in the source describes a channel for discussing development but not how often it is used or whether feedback influences decisions. Student participation likewise needs a specific channel through which a concern reaches someone able to act.

The four dimensions form a useful organizing framework for this single case: leadership may set expectations, daily culture expresses them, instruction brings them into learning, and participation supplies feedback. This is an analytical interpretation, not an evaluation of certified child friendly status. To make the claim auditable, the authors should add participant totals and dates, anonymized student perspectives, a record of documents reviewed, and examples that connect each theme to interview and observation evidence (Yin, 2018).

5. CONCLUSION AND SUGGESTIONS

The supplied case reports leadership guidance, respectful interactions, attention to differences among pupils, and school–family communication at SDIT Daar Ilmi Way Kanan. Together these accounts suggest an approach to child friendly school development that can be understood within Islamic educational values. The manuscript does not establish that student safety improved or that a formal child friendly school standard was met.

Before submission, add participant and fieldwork details, consent and assent procedures for children, a document inventory, anonymized student quotations, and evidence of how concerns are handled. These details will allow the four management dimensions to be assessed against practice rather than intention alone.

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