



## Analyzing the Practicality of the School Capacity Building Training Module to Foster a Child-Friendly School Climate in Elementary Schools

Abdul Kholik, Agus Suradika, Suharsiswi

Doctoral Program in Islamic Education Management, Postgraduate School, Universitas Muhammadiyah Jakarta, Indonesia

Volume 12 Nomor 2  
Oktober 2025: 173-186  
DOI: 10.30997/dt.v12i2.21807

### Article History

*Submission:* 22-09-2025

*Revised:* 27-10-2025

*Accepted:* 27-10-2025

*Published:* 31-10-2025

### Keywords:

*School Capacity Building, Child-Friendly School Climate, Teaching Modules, Practicality, Elementary School.*

### Correspondence:

(Abdul Kholik)

(08989434911.)

([abdul.kholik@unida.ac.id](mailto:abdul.kholik@unida.ac.id))

**Abstract:** This study aims to analyze the practicality of the School Capacity Building training module (SCB-ISRA), which was designed to support the creation of a child-friendly school climate at the elementary level. The research employed a Research and Development (R&D) approach using the ADDIE model through a sequential exploratory design. A limited trial was conducted at a private elementary school in Bogor Regency involving the principal, 29 teachers, 25 students, and five external stakeholders. Data were collected using a practicality assessment instrument covering aspects of attractiveness, readability, ease of use, and usefulness, and were analyzed through descriptive statistics using the Weighted Mean Score (WMS). The findings revealed that the SCB-ISRA module received average scores of 4.26 from teachers, 4.17 from students, and 4.57 from stakeholders, all of which fall within the categories of practical to highly practical. These results indicate that the module is not only feasible for use but also relevant to the real needs of elementary schools.

## INTRODUCTION

Elementary education is a crucial phase in character formation and the development of children's potential and social and emotional well-being. Therefore, the school environment should be conducive, as schools serve not only as a place for the transfer of

knowledge but also as a setting that determines how children's values, attitudes, and behaviors are formed, thus optimally achieving educational goals. However, in reality, and based on the facts on the ground, the school environment has become a strategic location for individuals to commit acts



of violence. Various reports still indicate cases of bullying, verbal, and physical violence, particularly in elementary schools (Apriadi and Khadafie, 2020; Tahir and Abunawas, 2024).

Addressing violence in schools must be the responsibility of all parties, especially internal school stakeholders. Educational institutions themselves are crucial and strategic locations for violence prevention efforts (Crooks et al., 2019; Flood, 2020). Failure to prevent violence will negatively impact students, particularly their educational outcomes, and hinder their growth and development (Fry et al., 2018). Therefore, coordinated programs and strategies across various community stakeholders and sectors are needed, reaching far beyond the school's capabilities (Pepler & Craig, 2011).

The phenomenon of violence in elementary schools, which has yet to be resolved, demands serious attention and immediate action to prevent its recurrence in educational institutions. One alternative approach to addressing this problem is to create a child-friendly school climate through School Capacity Building (SCB). This concept emphasizes efforts to strengthen the

capacity of all school elements, including principals, teachers, and students, so they can collaborate in creating a positive and child-friendly school climate that guarantees, implements, and respects children's rights and protects them from violence and discrimination. This strategy is closely related to maximizing the capacity of human capital (human resources) owned by the institution in order to achieve organizational goals (Kholik and Laeli, 2020). SCB not only focuses on improving individual competencies, but also on building adaptive, collaborative, and sustainable school organizations (Satori, Komariah, and Triatna, 2013). Therefore, the development of SCB-based training teaching modules is important as a practical instrument that can guide elementary schools in implementing structured training programs to create a school climate that supports optimal child development.

Various previous studies have shown that training and school capacity building contribute significantly to creating a conducive school climate. Satori et al. (2013) emphasized that simultaneously improving individual,

organizational, and leadership capacity can strengthen school management, particularly through the continuous development of educator and education staff competencies. In line with this, Magfirah et al., (2010) found a significant negative relationship between school climate and the tendency for violent behavior, which was further strengthened by Utami's (2018) finding that a negative school climate can be a major factor in the growth of violence in educational environments. Other research has also enriched understanding of the importance of child-friendly schools (CFS), such as research then Nuraeni et al., (2019) which examines the effectiveness of the SRA program in shaping the character of early childhood. Furthermore, Alfina and Anwar (2020) examined SRA management in inclusive PAUD, while Majdi and Ichsan (2021) examined the contribution of SRA to children's socio-emotional development. Furthermore, recent research by Sakinah & Ageela (2024) and Irawan et al. (2025) confirms that the implementation of SRA in elementary schools will be effective if supported by concrete learning media,

good communication, and active student participation in the learning process. However, to date, there are still limited studies that specifically highlight the practical aspects of training teaching modules. School Capacity Building (SCB) in the context of elementary schools to create a child-friendly school climate, thus opening up space for further research in this field.

Novelty this research focuses on the integration of SCB training teaching modules oriented towards creating a child-friendly school climate at the elementary school level. Unlike previous research that generally focuses on policies, general guidelines, or partial training, this research presents a concrete product in the form of a teaching module that can be tested and applied directly. This module not only presents theoretical concepts but is also designed to be applicable according to the needs of teachers, principals, and education personnel in creating a child-friendly school climate. Thus, the purpose of this research is to analyze the practicality of the SCB training teaching module in creating a child-friendly school climate at the elementary school level.

## METHOD

This research uses the method Research and Development (R&D) with an approach mix-method through design sequential exploratory strategy. The product trial implementation in this study was carried out on a limited trial scale using one school, Amaliah Elementary School with respondents of the principal, 30 teachers and 25 students. In addition, the product was also tested on 5 school stakeholders consisting of the principal, vice principal for curriculum, representatives of the Education Office (DISDIK), the Office of Women's Empowerment and Child Protection, Population Control and Family Planning (DP2APK2KB), and the Regional Child Protection Commission (KPAD) of Bogor Regency. The model development process refers to the ADDIE framework which includes the following stages: Analysis, Design, Development, Implementation, dan Evaluation. The practicality assessment instrument for the SCB-ISRA training teaching module used in this study covers four main aspects, namely attractiveness of appearance, language/readability (Qonita et al.,

2022), ease of use (Plomp and Nieveen, 2013; Subekti, et al., 2024), and usefulness (Grier et al., 2013). Data were obtained through a questionnaire of module user responses including principals, teachers, and students.

To ensure the quality of the instrument, validity and reliability were established through expert judgment involving specialists in elementary education, child-friendly school development, and instructional design. The experts assessed the instrument for content validity, focusing on the relevance, clarity, and representativeness of each indicator. Revisions were made based on their feedback to ensure that the instrument accurately measured the intended constructs and demonstrated reliability and consistency in its results.

Data analysis was carried out by assessing respondents' responses using a Likert scale.

*Table 1 User Response Assessment Categories for the Model*

Alternative Answers	Score
Very good	5
Good	4
Enough	3
Not good	2
Very Bad	1

To analyze the data and draw conclusions, the responses from the

questionnaire were processed using simple statistical calculations based on Weighted Mean Score (WMS). The WMS method involves assigning a numerical weight to each answer choice. Furthermore, to interpret the WMS calculation results, a table of assessment criteria is compiled based on the interval scale as follows:

$$i = \frac{skt - skr}{v} = \frac{5 - 1}{5} = 0.8$$

Scoring like this will result in a variety of answers ranging from 1 to 5, resulting in an interval of 0.80 between 1 and the others, thus obtaining interpretation criteria. Number interpretation WMS using the following formula:

$$\sum M = \frac{F(x)}{N}$$

Information:

- M** = Interpretation Score Obtained
- F** = Weighting of the value scale
- $\sum$  = Amount
- N** = Number of research samples

Formula above is used as a provision in providing meaning and decision making of practicality criteria with the provisions explained in table 2.

Table 2 Conversion of Practicality Level Based on User Model Response

Achievement Score Interval	Information
4,21 - 5,00	Very Practical
3,41 - 4,20	Practical
2,61 - 3,40	Quite Practical

1,81 - 2,60	Less practical
1,00 - 1,80	Impractical

Source: (Riduwan, 2009).

## RESULT & DICUSSION

### Results

Researchers conducted a trial of the training module product School Capacity Building to create a child-friendly school climate (SCB-ISRA) only on a limited scale at SDS Amliah Ciawi by involving key stakeholders in the school environment, such as teachers, students, and the principal and related agencies. The training was held on July 14-16, 2025, attended by 29 teachers and training for 25 6th grade students was held on July 28, 2025, involving teachers as facilitators.

### Practicality of the SCB-ISRA Training Teaching Module based on Student Responses

The SCB-ISRA teaching module trial was conducted through a two-day training program, focusing on strengthening teacher competencies through the six core materials contained in the module. On the first day, participants were provided with a normative understanding of *Convention on the Rights of the Child* as a foundation for protecting and fulfilling children's rights in schools, skills in managing

inclusive classes to deal with diverse student populations, and strategies for constructive conflict management to create a harmonious classroom atmosphere. On the second day, the training focused on practical issues in the field, namely understanding and handling violence and bullying in schools through empathy-based prevention and intervention strategies, as well as the application of positive discipline that emphasizes behavioral development, student empowerment, and the reinforcement of positive values without the practice of punishment. All of this material demonstrates a systematic effort to equip teachers with insights, skills, and transformative approaches to create a safe, inclusive school climate that aligns with the principles of child-friendly schools.

After the training, teachers were asked to provide an assessment of the SCB-ISRA training teaching module. Data were collected through a usability test instrument that included aspects of attractiveness of appearance, ease of use, language readability, and usefulness. The assessment was carried out objectively by respondents to obtain a real picture of the implementation of

the module in the Elementary School environment. The assessment results can be seen in Table 3 which explains that the model product in the form of the SCB-ISRA training teaching module overall received a very positive response from teachers, with an average WMS score of 4.26 which is included in the Very Practical category.

*Table 3 Teacher Responses to the Practicality of the SCB-ISRA Training Teaching Module Products*

Dimensions	Indicator	WMS Value	Is.
Appearance Attractiveness	Module cover design	4,03	Practical
	Clarity of tables/illustrations	3,90	Practical
	Text readability	4,38	Very Practical
	Clarity of material visualization	3,74	Practical
Ease of Use	Systematics of material	4,72	Very Practical
	Clarity of steps	4,59	Very Practical
	Ease of application of the module	4,17	Practical
	Practicality of instructions	4,45	Very Practical
Language/Readability	Clarity of sentences/paragraphs	4,66	Very Practical
	Simplicity of language	3,97	Practical
	Readability of letters	3,83	Practical

	Relevance of material to SRA	4,00	Practical
Usefulness	Understanding the SCB stages	4,28	Very Practical
	Addition of SRA knowledge	4,69	Very Practical
	SRA regulatory insights	4,45	Very Practical
Average Score		4,26	Very Practical

### Practicality of the SCB-ISRA Training Teaching Module based on Student Responses

In addition to teachers, students were also provided with training materials to improve their capacity to create a child-friendly school climate. This training was designed to strengthen students' understanding and social skills in creating a safe, inclusive, and child-friendly school environment. The entire series of activities took place over a full day, using interactive methods that prioritized active student participation.

The training material consists of three main topics that are integrated with each other. The first topic is "Recognizing Diversity and Respecting Friends", which aims to raise awareness that every individual has a different

background, habits, and uniqueness, and that these differences are not to be disputed, but to be appreciated. The second topic is "Let's Stop Bullying". This topic focuses on increasing students' understanding of the forms of bullying, the negative impacts they cause, and the appropriate ways to prevent and respond to them. The third topic is "Protecting Yourself". This third topic is a closing topic as a strengthening of students' self-awareness to maintain their physical and emotional safety.

After the training, students were asked to evaluate the SCB-ISRA teaching module. The assessment was conducted objectively based on established aspects to ensure the evaluation results reflect actual implementation in elementary schools. Table 4 shows student response data to the practicality test of the teaching module.

Table 4 Student Responses to the Practicality of the SCB-ISRA Training Teaching Module Products

Dimensions	Indicator	WMS Value	Decision
Appearance Attractiveness	Module cover design	4,24	Very Practical
	Clarity of tables/illustrations	4,28	Very Practical
	Text readability	4,20	Very Practical

	Clarity of material visualization	of	4,16	Practical
Ease of Use	Systematics of material	of	4,40	Very Practical
	Clarity of steps		4,32	Very Practical
	Ease of application of the module	of	4,28	Very Practical
	Practicality of instructions	of	4,12	Practical
Language/Readability	Clarity of sentences/paragraphs	of	3,92	Practical
	Simplicity of language	of	4,08	Practical
	Readability of letters	of	3,80	Practical
	Relevance of material to SRA	of to	3,96	Practical
Usefulness	Understanding the SCB stages		4,24	Very Practical
	Addition of SRA knowledge	of	4,28	Very Practical
	SRA regulatory insights		4,32	Very Practical
Average Score			4,17	Practical

Based on Table 4, it can be explained that the SCB-ISRA training teaching module received a positive response from students. This is shown through the scores. Weighted Mean Score (WMS) of 4.17, which falls into the practical category. This finding indicates that the teaching module can not only be used effectively in the learning process but is also deemed relevant and appropriate to students'

needs, supporting the creation of a child-friendly school climate.

### **Practicality of the SCB-ISRA Training Teaching Module based on School Stakeholder Responses**

Table 5. The results of the data processing trial of the practicality level of the SCB-ISRA teaching module based on the assessment of school stakeholders. The data shows that the average WMS score obtained was 4.57, which is included in the very practical category. This finding indicates that the developed training teaching module has a high level of acceptance from users. The assessment of the practicality aspect was not only carried out by internal school parties, but also involved external stakeholders. The five respondents consisted of the principal, vice principal for curriculum, representatives of the Education Office (DISDIK), the Office of Women's Empowerment and Child Protection, Population Control and Family Planning (DP2APK2KB), and the Regional Child Protection Commission (KPAD) of Bogor Regency. The involvement of these various parties strengthens the validity of the assessment, while also providing an

illustration that this teaching module has the potential to be implemented more widely in the context of education at the school level and regional policy.

*Table 5 Stakeholder Responses to the Practicality of the SCB-ISRA Training Teaching Module Products*

Dimensions	Indicator	WMS Value	Decision
Appearance Attractiveness	Module cover design	4,80	Very Practical
	Clarity of tables/illustrations	4,60	Very Practical
	Text readability	4,40	Very Practical
	Clarity of material visualization	4,40	Very Practical
Ease of Use	Systematics of material	4,60	Very Practical
	Clarity of steps	4,60	Very Practical
	Ease of application of the module	4,60	Very Practical
	Practicality of instructions	4,80	Very Practical
Language/Readability	Clarity of sentences/paragraphs	4,00	Very Practical
	Simplicity of language	4,20	Very Practical
	Readability of letters	4,60	Very Practical
	Relevance of material to SRA	4,40	Very Practical
Usefulness	Understanding the SCB stages	4,80	Very Practical
	Addition of SRA knowledge	4,80	Very Practical
	SRA regulatory insights	5,00	Very Practical
	<b>Average Score</b>	<b>4,57</b>	<b>Very Practical</b>

## Discussion

The results of the study indicate that the SCB-ISRA module achieved a high level of practicality from teachers (4.26), students (4.17), and stakeholders (4.57) with an average WMS score of 4.31 which is in the very practical category. This finding indicates that the product developed is not only conceptually relevant, but can also be used in a real elementary school context. This finding also shows that the product developed is user-friendly for both teachers, principals, and students because this product is not only substantively feasible, but also easy to use by target users. This finding is in line with the concept that states that practicality is one of the main criteria in assessing the quality of a product designed in educational design research (Plomp dan Nieveen, 2013).

However, practicality should be understood as an initial step that emphasizes user acceptance, not a guarantee of long-term effectiveness in reducing incidents of violence or creating a sustainable child-friendly school climate. Therefore, a more critical analysis is needed by comparing the results of this study with the literature or previous research.

In this study, the development process of the SCB-ISRA teaching module was carried out interactively by involving input from users during the trial phase, thus ensuring that the aspects of the material, language, presentation, and instructions for use as well as the usefulness of the model product were in accordance with the needs and context of implementation in schools. This is in accordance with the opinion of Nieveen (1999) who emphasized that a product is said to be practical if users feel they can use it easily and according to the needs and conditions in the field.

The high level of practicality of this model is also supported by the principles of effective instructional design, where user involvement during the development process has been proven to increase the relevance, understandability, and functionality of the product directly in the field. Research by Akker, Gravemeijer, McKenney, & Nieveen (2006) shows that validation by users through an iterative formative evaluation stage is one of the main strategies in ensuring that an educational design product is not only theoretical but also operational

and contextual. Similar results were also found in the study of McKenney & Reeves (2012) who emphasized that products developed through an interactive approach *design-based research* They tend to have a high level of practicality because they consider input from key stakeholders from the early stages of development. Therefore, user involvement and ongoing validation are crucial factors in producing training products that are not only content-appropriate but also practical and applicable across various educational contexts.

Although the SCB-ISRA module product was tested in one school, and only provides initial evidence (proof of concept), so it still needs to be expanded to multiple sites for greater representativeness. However, the development of the SCB-ISRA module product can provide new contributions by integrating pedagogical, regulatory, and managerial aspects into a single training instrument, while previous national studies tended to limit themselves to infrastructure or policy dimensions. For example, research by Widiyanti, Taufiqulloh, and Apriyani (2022) on "Child-Friendly School

Assessment of Infrastructure Standards for Junior High School”emphasizes that SRA readiness is heavily influenced by physical infrastructure and school facility standards. Similarly, Martodiryo and Rahmatullah (2022) evaluated the SRA program in their research involving 31 elementary schools and emphasized the importance of empirical validation across schools in assessing implementation feasibility.

The differences in perceptions among respondents also provide interesting insights. Teachers tended to rate the systematic nature of the material and the clarity of the steps highly, while students rated readability and visualization lower. This is similar to the findings of Mustafa, Nordin, Embi, and Norman (2018), who showed that interface constraints and visual appearance significantly impacted the user experience of mobile learning modules. Stakeholders, on the other hand, scored very highly, particularly on the policy and regulation dimension, assessing the modules from the perspective of compliance with government standards, rather than everyday use. This finding is consistent with research by Kinasih, Hakim,

Anggraini, and Sain (2024), who emphasized that the success of SRA is determined by policy support and school leadership, in addition to pedagogical factors.

Theoretically, this research enriches understanding capacity building by showing that structured interventions through the stages of analysis, design, development, implementation and evaluation are able to deepen the dimension of creation of knowledge and adaptation as proposed by Morgan (2006). This finding also emphasizes the importance of synergy between human capital—competence of principals, teachers, and students—with organizational capital in the form of policies, infrastructure, and governance (Bryk, 2010).

In addition, this study also provides an important extension to the literature. School Capacity Building (SCB) and Child-Friendly School (SRA). First, the SCB-ISRA module is positioned not merely as a supporting instrument, but as an empirically tested learning product, thus presenting a new perspective in the study. Capacity building which has tended to focus on improving individual and

organizational capacity. Second, this study integrates the voices and experiences of students as end-users in measuring practicality. This step emphasizes the importance of a participatory paradigm in SRA, where children are viewed not only as objects of policy but also as actors who need to be involved in creating a safe, inclusive, and friendly school climate for their growth and development. Third, the methodological approach combines the model R&D-ADDIE with practical evaluation and multi-stakeholder validation enriching the traditional design-based research in elementary education, as it presents a product design that is not only conceptually valid but also relevant to practical needs in the field. Thus, the contribution of this research lies not only in the product being directly usable by schools, but also in strengthening the theoretical foundation that positions learning modules and child engagement as essential components in the transformation towards a child-friendly school climate. This expands the theory school capacity building and provides new contributions to the literature on educational management, particularly

in the study of human resource management in educational institutions.

### **CONCLUSION**

Based on the model trials on a limited scale, it shows a high level of practicality for the developed model. This is based on the value Weigh Mean Score obtained in the training module product was 4.31, which means that the SCB-ISRA model can be said to be Very Feasible for use. However, findings on long-term effectiveness such as reducing incidents of violence and changes in student behavior cannot be measured because field tests on a larger scale and for a longer period have not been conducted. This study is expected to serve as a strategic recommendation that is not only beneficial for schools in developing child-friendly training programs, but also provides a scientific contribution in enriching the literature related to school capacity development based on a child-friendly school climate in Indonesia.

### **ACKNOWLEDGMENTS**

The author would like to express the deepest appreciation and gratitude.

### **REFERENCES**

Alfina, A., & Anwar, R. N. (2020). Child-Friendly School Management for

- Inclusive Early Childhood Education. *Al-Tanzim: Journal of Islamic Educational Management*, 4(1), 36-47.
- Apriadi, A., & Khadafie, M. (2020). The role of educational institutions in preventing and addressing acts of violence against students. *IKRA-ITH HUMANIORA: Journal of Social and Humanities*, 4(3), 1-10.
- Bryk, A. S. (2010). Organizing schools for improvement. *The Phi delta coat*, 91(7), 23-30.
- Crooks, C. V., Jaffe, P., Dunlop, C., Kerry, A., & Exner-Cortens, D. (2019). Preventing gender-based violence among adolescents and young adults: Lessons from 25 years of program development and evaluation. *Violence against women*, 25(1), 29-55.
- Flood, M. (2020). Engaging men and boys in violence prevention. In *Men, masculinities and intimate partner violence* (pp. 155-169). Routledge.
- Fry, D., Fang, X., Elliott, S., Casey, T., Zheng, X., Li, J., ... & McCluskey, G. (2018). The relationships between violence in childhood and educational outcomes: A global systematic review and meta-analysis. *Child abuse & neglect*, 75, 6-28.
- Grier, R. A., Bangor, A., Kortum, P., & Peres, S. C. (2013, September). The system usability scale: Beyond standard usability testing. In *Proceedings of the human factors and ergonomics society annual meeting* (Vol. 57, No. 1, pp. 187-191). Sage CA: Los Angeles, CA: SAGE Publications.
- Irawan, H., Rahmawati, M. R., Devani, B. A. K. A., & Zulfahmi, M. N. (2025). Implementation of Child-Friendly Schools in Instilling Effective Communication between Students and Teachers in Elementary Schools. *World Inspiration: Journal of Education and Language Research*, 4(1), 189-195.
- Kholik, A., & Laeli, S. (2020). Sustainable Competitive Advantage of Nature Schools Based on the Resource-Based View Model. *Muwahhid administration*, 4(1), 73-97.
- Kinasih, A. P. P. S., Hakim, M. A. R., Anggraini, N. P., & Sain, Z. H. (2024). Building Inclusive Education: Models and Supporting Factors in Elementary Schools. *EDUCARE: Journal of Primary Education*, 5(2), 123-140.
- Liestyasari, S. I., Karsidi, R., & Rahman, A. (2023). Children Right's Analysis of the Implementation of Child-Friendly Schools in Surakarta. *KnE Social Sciences*, 98-108.
- Magfirah, U., & Rachmawati, M. A. (2010). The relationship between school climate and the tendency towards bullying behavior. *Journal of the Islamic University of Indonesia*, 1-10.
- Majdi, M., & Ichsan, A. S. (2021). Child-Friendly Schools for Children's Socio-Emotional Development at Ngupasan State Elementary School, Yogyakarta. *Pepatudzu: Educational And Social Media Community*, 17(1), 1-18.
- Martodiryo, S., & Rahmatullah, M. (2022). The Evaluation of Children Friendly School's Programs towards Banjarmasin as a Children Friendly City. *Interdisciplinary Social Studies*, 2(3), 1706-1714.
- Morgan, P. (2006). The concept of capacity. *European Centre for Development Policy Management*, 1(19), 826-840.

- Mustafa, N., Nordin, N. M., Embi, M. A., & Norman, M. H. (2018). Testing the Usability of a Mobile Learning Module. *International Journal of Engineering & Technology*, 7(4.21), 113-117.
- Nieveen, N. (1999). Prototyping to reach product quality. In *Design approaches and tools in education and training* (pp. 125-135). Dordrecht: Springer Netherlands.
- Nuraeni, L., Andrisyah, A., & Nurunnisa, R. (2019). The effectiveness of child-friendly school programs in improving the character of early childhood. *Obsession Journal: Journal of Early Childhood Education*, 4(1), 20-29.
- Pepler, D., & Craig, W. (2011). Promoting relationships and eliminating violence in Canada. *International Journal of Behavioral Development*, 35(5), 389-397.
- Plomp, T., & Nieveen, N. (2013). Educational design research Part B: Illustrative cases. *Netherlands Institute for Curriculum Development: SLO*.
- Qonita, Q., Mulyana, E. H., Loita, A., & Aprilly, N. M. (2022). Development of Science Didactic Book for Early Childhood Science Learning. *Obsession Journal: Journal of Early Childhood Education*, 6(6), 6348-6359.
- Reeves, T., & McKenney, S. (2012). 7 things you should know about educational design research. *Educause 7 Things Series*.
- Riduwan. (2009). Measurement Scale of Research Variables. *Bandung: ALFABETA*.
- Sakinah, K., & Ageela, F. (2024). Feasibility Study of Implementing the Child-Friendly School Program to Improve the Quality of Basic Education. *Journal of Management and Education | E-ISSN: 3062-7788*, 1(3), 43-48.
- Satori, D. A., Meirawan, D., & Komariah, A. (2013). School management capacity building model to improve the quality of education. *Journal of Educational Administration*, 10(1).
- Subekti, S., Muktiarni, M., Rahayu, S., & Ismail, A. (2024). *Usability Testing of Digital Flip Viewer Using Online Flipbooks*.
- Tahir, M., & Abunawas, A. (2024). Socialization and education on preventing sexual violence in the school environment. *Journal of Community Development*, 4(3), 316-321.
- Utami, A. N. (2019). Identification of Factors Causing Violence in Educational Institutions. *BASIC EDUCATION*, 8(8), 795-801.
- Van den Akker, J., Gravemeijer, K., & McKenney, S. (2006). Introducing educational design research. In *Educational design research* (pp. 15-19). Routledge.
- Widiyanti, I., Taufiqulloh, T., & Apriyani, D. (2022, August). Child-friendly school assessment of infrastructure standards for junior high school. In *MALAPY 2022: Proceedings of the 1st International Conference on Law, Social Science, Economics, and Education, MALAPY 2022, 28 May 2022, Tegal, Indonesia* (Vol. 1). European Alliance for Innovation.