

Implementation Learning Organization in Realizing Child-Friendly Madrasas in Madrasah Aliyah Bandung Regency

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Abstract

Problems surrounding child discrimination are increasingly emerging in society's social life. The rise in cases of immorality, violence and bullying against children is a strong reason for the importance of protecting children's rights. This is because the presence of children often becomes an outlet for violence, whether at home, school or in the environment. The aim of this research is to determine the implementation of learning organizations in creating child-friendly madrasas in Madrasah Aliyah Bandung Regency. The approach to this research uses a qualitative approach. The research method used in this research is a qualitative descriptive method. This data analysis activity refers to theoretical references related to research problems, namely by taking the same information from various informants who are known to have an honest and open nature to reveal data related to the implementation of learning organizations in realizing child-friendly madrasas. The research results show that the implementation of Learning Organization (LO) at MAN 1 Bandung and MAN 2 Bandung has had a significant impact in realizing child-friendly madrasas. Through the Learning Organization (LO), the two madrasas can create a culture of sustainable learning, where all elements of the madrasah community, teachers, students, staff, parents and the community, are actively involved in the learning, evaluation and improvement process.

Keywords child protection in education; learning organization implementation; child-friendly madrasas.

INTRODUCTION

Problems surrounding child discrimination are increasingly emerging in society's social life. The rise in cases of immorality, violence and bullying against children is a strong reason for the importance of protecting children's rights. This is because the presence of children often becomes an outlet for violence, whether at home, school or in the environment. Ironically, a child is often considered a mini replica of an adult, a child's need for a safe and comfortable environment both physically and psychologically, manifestations of love and self-appreciation towards children are often forgotten by the people around them (Sembiring, 2024).

Children receive a lot of unpleasant treatment, both physically and verbally. This treatment is usually known as violence against children or Child Abuse. Violence against children according to Law Number 35 of 2014 is any act against a child that results in physical, psychological, sexual or neglect, including threats to commit acts, coercion, or deprivation of liberty in an unlawful manner (Law No. 35 of 2014 concerning Child Protection). Child Abuse itself is usually used to refer to cases of children under 16 years of age who are harassed by their parents or caregivers and can be detrimental both physically, psychologically, and developmentally (Rifky, 2024).

Referring to research conducted by Hillis, the highest cases of child violence in Asia occurred in 2014, at least 64% of the child population in Asia experienced serious forms of violence, while the percentage of children who experienced mild violence such as slapping



the face or hitting the buttocks was calculated at 80% (Hillis et al, 2016). This can be done by friends, parents and even teachers.

Based on data from research conducted by the Indonesian Child Protection Commission (KPAI) in 2015, it shows that fathers and mothers are in first place as perpetrators of violence with 28 and 21%, while teachers are in third place, namely 10%, and then those closest to them are at 6%. In 2017, Global Report 2017: Ending Violence in Childhood revealed the fact that 73.7% of Indonesian children experienced violent discipline in their own homes (Kumar et al, 2017).

In the first semester of 2018, KPAI handled 1,885 child cases, these included drug cases, theft, and immoral cases (Arifin, 2024). Furthermore, from KPAI monitoring reports throughout January-June 2019, cases of sexual violence in elementary schools occurred in 9 locations with the number of victims reaching 49 students. The perpetrators of sexual violence in this school are dominated by teachers and school principals (Insiyah., 2020). Apart from that, the Ministry of Social Affairs in 2017 released 84% of Indonesian children who had experienced bullying, the perpetrators of which were dominated by peers (Ramli, 2024).

Another fact related to child violence at school is shown in research conducted by Plan International and the International Center for Research on Women (ICRW) which was released in early March 2015 showing that 84% of Indonesian children experienced violence at school, this figure is higher than the results in the Asian region, namely 70% (Ayers, 2011).

The results of several studies show that it is the people closest to them who have the greatest opportunity to commit violence. In fact, the closest people should be able to educate and guide children patiently and lovingly. What children receive, including violence, is an experience that is likely to be imitated by them. In the end, they also become perpetrators of violence because of their experiences. Researchers from Japan show that the behavior of parents who are in the same genre as their children has more influence on their behavior. It can be concluded that girls' deviant behavior is closely related to violence perpetrated by their mothers, and vice versa (Oshio & Umeda, 2016). Furthermore, research results contained in the journal Child Abuse & Neglect explain that incidents of violence perpetrated by a person are influenced by their past experiences (Saile et al, 2014). Apart from these impacts, UNICEF stated that the impact of violence perpetrated against children will have a close influence on their adult lives. Children who experience violence have dominant behavior such as smoking, drinking, and wanting to hurt other people and even commit suicide.

If taken into a broader context in terms of education, all children are children who have good character, like goodness and have their own superior talents, but the influence of the environment such as father, mother, friends, or shows and so on makes children far from their nature. Therefore, educators are expected to be able to develop students in accordance with their human instincts by providing various activities that are beneficial for their growth and development (Kartika, 2024).

Issues surrounding children are now the government's focus to create superior human resources. They are the ones who will inherit the world in the future. Whether it will be better or worse is all on their shoulders. Therefore, it is appropriate for them as more mature humans to be able to look after and guide them as provisions for their adult years to improve and build this world.

Papalia et al in (Djafri, 2024) schools as places of student interaction have an integral role in student life which will determine the quality of student life. Therefore, a teacher is expected to be able to establish good interpersonal relationships with students and be able to provide support to students to gain freedom in developing their potential (Papalia et al., 2007).

According to Kristanto in (Arif, 2024), child-friendly schools/madrasas are an open concept, trying to apply learning that pays attention to the psychological development of students. Developing learning habits in accordance with natural conditions and the child's psychology.

In connection with the educational revolution that is more humane, non-violent, non-discriminatory, and upholds children's rights. In 2014, the Ministry of Women's Empowerment and Child Protection synergized with the Indonesian Child Protection Commission (KPAI) to reduce the rate of violence against children by developing the Child Friendly School program, hereinafter abbreviated as SRA. Minister of Women's Empowerment and Child Protection Regulation No. 8 of 2014 defines SRA as a formal, non-formal and informal education unit that is safe, clean and healthy, environmentally caring and cultured, capable of guaranteeing, fulfilling, respecting children's rights and protecting children from violence, discrimination and other abuse as well as supporting children's participation, especially in planning, policy, learning, supervision and complaint mechanisms related to the fulfillment of children's rights and protection in education (Abid, 2015).

The application of the SRA/MRA principles above is outlined and implemented with reference to 6 important components, namely: (1) The existence of a written commitment which can be considered a policy regarding SRA/MRA; (2) Implementation of a child-friendly learning process; (3) Educators and Education Personnel Trained in Children's Rights; (4) Child-friendly facilities and infrastructure; (5) Child Participation; (6) Participation of Parents, Community Institutions, Business World, Other Stakeholders, and Alumni (Remiswal, 2018).

In fact, an educational institution is a respected institution in which there is a process of transmitting knowledge, skills, and attitudes as well as building and cultivating thought patterns, action patterns and speech patterns that are appropriate or inappropriate among school members. An educational institution is a forum in which a learning process takes place in which it is hoped that students will actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation, and the State (National Education System Law Number 20 of 2003 Chapter I Article 1 Paragraph 1).



According to Tafsir, interpreting education philosophically is an effort to humanize humans, namely humans who have physical and spiritual integrity. Educational institutions are institutions in the Candradimuka crater that humanize humans, in other words, schools or madrasas are a place of learning to become complete human beings, physically and spiritually healthy. The hope is that educational institutions can fulfill society's desires to produce human resources who are devout and have good morals, are highly competitive and do not give up easily, continuously learn and become true learners, and become the best human beings, namely humans who are beneficial to themselves, their families, and the surrounding environment (Tafsir, 2012). A learning organization is an organization that provides facilities for all its members to continue learning together in transforming the organization to obtain superior achievements and competitiveness (Tjakraatmadja & Lantu., 2006).

As an institution whose human resources continuously carry out a learning process, schools or madrasas are one of the institutions described as a Learning Organization, as stated by its initiator (Senge, 2006), who explains that it is an organization where people continuously expand their capacity to create the results they really want, new patterns and expansive thinking are fostered, collective aspirations are liberated, and people continuously learn to see the whole together.

Madrasah literally comes from Arabic which means the same or equivalent to the Indonesian word "school". Literally, madrasah can be interpreted as school, because technically both have the same thing, namely as a place where the formal teaching and learning process takes place. However, Karel Steenbrink differentiates between madrasas and schools because they both have different characteristics (Hanafiah, 2022).

Steenbrink was quoted as saying (Ningsih, 2024) explaining that Madrasas have their own curriculum, methods and ways of teaching that are different from schools. Madrasahs are very prominent in their community's religious values. Meanwhile, schools are general educational institutions with universal lessons and are influenced by the climate of Western enlightenment.

A school or madrasa as an organization that facilitates all its members to continuously carry out their own transformation as part of the entire system, then this has the implication that the climate within the school or madrasa organization encourages everyone to improve themselves and the organization itself can learn. The organization is carried out but also from the process of acting, which is a continuous process.

The hope is that schools or madrasas as learning organizations will be able to get rid of the negative impacts that often arise with the rapid development of information and technology in society, even millennials, as young people in their teens and twenties in this century, use the rapid development of technology and information as a jargon and direction for them in their thought patterns, attitudes and patterns of action without heeding social and religious norms and ethics adopted by the surrounding environment. The most worrying thing is the acts of violence that are often present during our families, presented on the screen without limitations on broadcast time, and slowly but surely this information will change the

relationships and parenting patterns of children, thereby fostering a mentality of violence as a menu of daily interactions.

Preliminary research conducted by researchers at Madrasah Aliyah Negeri (MAN) 1 and 2 Bandung, an educational institution under the auspices of the Ministry of Religion of Bandung Regency, has established itself as a violence-free educational institution or in other words as a Child-Friendly Madrasah by applying the principles developed by Peter Senge as a Learning Organization. Based on the classification of Child Friendly Schools based on the achievement of indicator components, MAN 1 and MAN 2 Bandung are in the Stage 2 category. In its current implementation, the fulfillment of indicators in stage 2 is still not running optimally. This is because all stakeholders in MAN 1 and MAN 2 Bandung have not yet been integrated in supporting the child-friendly Madrasah program. In connection with this background, researchers are interested and encouraged to conduct research on: "Implementation of Learning Organizations in Realizing Child-Friendly Madrasahs in Madrasah Aliyah Bandung Regency".

METHOD

According to Rahardjo, quoted in (Kartika, 2023), research methods are a way to obtain and search for tentative truths, not absolute truths. The result is scientific truth. Scientific truth is a truth that is open to continuous testing, criticism and even revision. Therefore, there is no best method for searching for the truth, but there is a method that is appropriate for a particular purpose according to the existing phenomenon. Budiharto was quoted in (Sofyan, 2020) that the choice of research method must be adjusted to the research being carried out so that the results are optimal.

This research seeks to analyze and describe the implementation of learning organizations in creating child-friendly madrasas in Madrasah Aliyah Bandung Regency. The type of research used in this research is a descriptive analysis method. According to (Arifudin, 2020) descriptive analysis is an empirical study that investigates a specific symptom or phenomenon in a real-life setting. The results of this research were collected using primary data and secondary data.

This research took place at Madrasah Aliyah Negeri in Bandung district in the West Java region. The State Madrasah Aliyah which was used as the research object was Man 1 and MAN 2, Bandung district. The location of Madrasah Aliyah Negeri 1 Bandung is on Jl. Bumi Karya Ciheulang Complex, Bumiwangi Village, Ciparay District, Bandung Regency, West Java Province. Meanwhile, the location of Madrasah Aliyah Negeri 2 Bandung is on Jl. Literature No. 21C, Solokan Jeruk Village, Solokan Jeruk District, Bandung Regency, West Java Province. The reason for choosing the research location at Madrasah Aliyah Negeri 1 and 2 Bandung was because the two madrasas were Madrasas that had declared they were ready to become child-friendly madrasas and Adiwiyata madrasas in West Java Province.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Arifudin, 2024), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.



According to (Ulimaz, 2024) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions.

This research uses qualitative research with field research methods. According to (Rusmana, 2020) this approach is adapted to the main aim of the research, namely describing, and analyzing the analysis of the implementation of portfolio-based assessment on students' cognitive development. So that this method will be able to explain the problems of the research (Paturochman, 2024).

According to Bungin, quoted by (Kartika, 2020), qualitative descriptive research aims to describe situations, conditions or social phenomena that exist in society and then serve as research objects, and tries to draw reality to the surface as a model or description of certain conditions or situations.

In this research, the data sources used are primary data and secondary data.

- a. Primary data sources, namely data directly collected by researchers from their first source. Primary data sources are data sources that directly provide data for data collection. What is meant by primary data sources are madrasa heads, deputy madrasa heads, educators and education staff, BP/BK teachers, homeroom teachers, students, and students' parents/guardians.
- b. Secondary data sources, namely data directly collected by researchers as support from the first source. It can also be said that data is arranged in document form. Secondary data sources in this research are documents that complement and perfect the learning organization process in realizing child-friendly madrasas.

Determining appropriate data collection techniques greatly determines the scientific truth of a research. The data collection techniques used in this research are observation, interviews, and documentation.

Engineering can be seen as a means of carrying out technical work carefully using the mind to achieve a goal. Even though the study is an effort within the scope of science, it is carried out to collect realistic data systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the analysis of the implementation of learning organizations in creating child-friendly madrasas in Madrasah Aliyah Bandung Regency, articles, journals, theses, theses, eBooks, etc. (Lahiya, 2025).

Because it requires material from the library as a data source, this research utilizes library research. Researchers need books, scientific articles and other literature related to the topics and problems they explore, both print and online (Kartika, 2021).

Searching for information from data sources requires the use of data collection techniques. Amir Hamzah in (Kartika, 2022) claims that data collection is an effort to collect information related to the subject under study. The author uses library research methods to collect data. Specifically, the author started with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share views on the implementation of learning organizations in realizing child-friendly madrasas in Madrasah Aliyah Bandung Regency.

Amir Hamzah further said that data collection means various efforts to collect facts related to the topic or discussion that is being or will be explored (Arifudin, 2025). These details can be found in scientific literature, research and scientific writings, dissertations, these, and other written sources. According to (Judijanto, 2025) data collection can be carried out in various circumstances, using different sources, and using different techniques.

Observation is part of the research process directly regarding the phenomena to be researched (Farid, 2025). With this method, researchers can see and directly feel the atmosphere and condition of the research subject (As-Shidqi, 2025). The things observed in this research are the implementation of learning organizations in creating child-friendly madrasas in Madrasah Aliyah Bandung Regency.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question is needed to reveal any empirical data (Waluyo, 2024).

Documentation is a technique for collecting data through existing documents or written notes (Hananuraga, 2025). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Rismawati, 2024) the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Juhadi, 2020) documentation strategy is also a data collection technique proposed to research subjects. The data collection method using the documentation method was carried out to obtain data about the condition of the institution (research object), namely the implementation of learning organizations in creating child-friendly madrasas in Madrasah Aliyah, Bandung Regency.

Muhadjir in (Rohimah, 2024) states that data analysis is the activity of carrying out, searching for, and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the found material for other people, edit, classify, and present it. Data validity techniques use triangulation techniques including techniques and sources. Data analysis uses the Miles and Huberman model in (Nuary, 2024) consisting of data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

A learning organization is an organization where people in the organization develop their capacity continuously to create the results they want, where broad and new mindsets are nurtured, collective aspirations are polished, and people learn endlessly to see things together. The rationale for such organizations is that in situations of rapid change only organizations that are flexible, adaptive, and productive will excel. For this to happen, organizations need to find ways to unlock people's commitment and capacity to learn at all levels.



Efforts to fulfill child protection are carried out through child-friendly development, namely a child-based development system carried out through the integration of government commitment and resources that are comprehensively and sustainably planned in forms, policies, programs, and activities aimed at fulfilling the need for children's rights and protection (Kusmawan, 2025).

Child-Friendly Education Units or abbreviated as SRA are formal, non-formal and informal education units that can provide fulfillment of children's special rights and protection, including a complaint mechanism in handling cases in educational units. SRA was developed with the hope of fulfilling the rights and protecting one third of a child's life (8 hours a day) while they are in an educational unit. SRA is a paradigm shift to make adults in educational units become parents and friends of students in their daily interactions in educational units, so the commitment to make educational units become SRA is a very important commitment in saving children's lives.

Child-friendly units/madrassahs are formed in 4 basic concepts, namely:

1. Changing the approach/paradigm towards students from teachers to mentors, parents, and children's friends.
2. Provide an example of correct behavior in daily interactions in the educational unit.
3. Ensure that adults in educational units are fully involved in protecting children from threats that exist in educational units; And
4. Ensure parents and children are actively involved in fulfilling the 6 (six) SRA components.

The child-friendly madrasa program is an educational concept that emphasizes creating a learning environment that is safe, comfortable and supports children's physical, emotional, social, and academic development. To realize this concept, the Learning Organization (LO) approach is one of the main strategies that can be implemented. Learning Organization (LO), as explained by Peter Senge, is an approach in which organizations adapt, learn, and innovate to achieve a shared vision. In the educational context, Learning Organization (LO) allows madrasas to continue to develop and respond to the needs of students, teachers, and other educational communities (Senge, 2006).

This research aims to understand how the implementation of Learning Organization (LO) can support the realization of a child-friendly madrasa. The focus of the discussion includes policy, implementation, supervision, and results of the process, based on case studies in several madrasas, including MAN 1 Bandung and MAN 2 Bandung.

Implementation of the Learning Organization (LO) begins with policies formulated based on the vision and mission of the MAN 1 Bandung and MAN 2 Bandung madrasas. This policy aims to create an inclusive and child-friendly learning environment, while integrating Learning Organization (LO) values in all aspects of madrasah operations.

At MAN 1 Bandung, the Learning Organization (LO) policy is oriented towards strengthening relationships between students, teachers, and staff. In line with the objectives of secondary level education, Madrasah Aliyah Madrasah Aliyah Negeri (MAN) 1 Bandung has the following vision: "To become a Madrasah superior in achievement and Islamic character. The vision of the madrasah is to create an environment where every individual

feels valued and supported. This is realized through teacher training on inclusive education, development of facilities that support student comfort, and integration of character education in the curriculum.

In contrast, MAN 2 Bandung emphasizes a collaborative approach in formulating child-friendly madrasa policies. Involving teachers, students, parents and local communities, this policy is designed to address the specific needs of students and the entire madrasah community. One of the main policy points is the development of space for student participation through discussion forums and peer mentoring programs.

The implementation of the Learning Organization (LO) program in this child-friendly madrasah involves various programs and initiatives that support sustainable learning. This process includes empowering teachers, developing facilities, and involving students in activities that foster social and academic skills.

Teachers are the main actors in the implementation of the Learning Organization (LO). At MAN 1 Bandung, teachers are trained and given the knowledge to manage inclusive classes and support student diversity. This training includes a variety of creative teaching techniques, emotion management, and non-violent conflict resolution strategies. Based on the results of the interview, one of the teachers stated that this training made them more confident in facing challenges, such as dealing with students with special needs. At MAN 2 Bandung, the teacher Learning Organization (LO) training program also emphasizes the importance of collaboration through the lesson study program. Teachers are invited to design, organize, observe, and evaluate friendly madrasa teaching methods together. The Learning Organization (LO) program in creating a child-friendly madrasa has succeeded in creating a culture of sharing knowledge among educators.

Physical facilities are an important element in creating a child-friendly environment. MAN 1 Bandung focuses on renovating classrooms, providing classroom facilities, toilets, and organizational facilities to increase student comfort, as well as providing counseling rooms with a comfortable and pleasant atmosphere. Meanwhile, MAN 2 Bandung emphasizes the use of green open spaces and classrooms as alternative learning facilities. However, we still pay attention to other areas, especially environmental cleanliness. This area is not only used for group discussions, but also for student reflection and relaxation activities.

Students at MAN 1 Bandung and MAN 2 Bandung are actively involved in the learning process. MAN 1 Bandung applies a project-based approach, where students are invited to solve existing problems and real challenges driven and guided by teachers, one example of which is managing waste banks or health campaigns. In contrast to MAN 2 Bandung, MAN 2 Bandung prioritizes peer mentoring programs as a mainstay. In this program, senior students help junior students understand the subject matter, as well as provide moral support, while students help each other and assist with problems faced by their colleagues, while the teacher acts as a collaborator and supervisor. Based on the results of student interviews, it was stated that this program strengthens a sense of togetherness and solidarity between students, both their peers and their younger classmates.



Apart from the implementation above, supervision of Learning Organization (LO) policies is often carried out routinely to ensure that the implementation of the Learning Organization (LO) program in creating child-friendly madrasas goes according to plan. This evaluation also functions to identify challenges and formulate solutions and correct deficiencies and resolve problems that occur. At MAN 1 Bandung, supervision is carried out through student and parent satisfaction surveys, as well as direct observation in class. From the results of interviews and observations, evaluation results show an increase in students' confidence in speaking in class, although there are still obstacles such as lack of time for additional training for teachers. Meanwhile, MAN 2 Bandung relies more on monthly meetings involving all stakeholders. This meeting is a means to share experiences and find solutions together. Based on the interview results, one of the important findings was the need to add extracurricular arts programs, which was then realized by adding traditional dance classes.

The implementation of Learning Organization (LO) at MAN 1 Bandung and MAN 2 Bandung has had a positive impact in creating a child-friendly environment. Some of the results noted from this research include:

- a) There is an increase in student welfare, in this case students at MAN 1 Bandung and MAN 2 Bandung feel more appreciated and supported by all parties both within the madrasah and outside the madrasah. They show increased self-confidence, especially in expressing opinions.
- b) With an increase in teacher competence, teachers feel better prepared to face challenges and problems that often occur in the classroom when conducting learning, especially in managing student diversity. Ongoing training helps them develop more effective teaching methods.
- c) Strengthening student participation, one of which is programs such as peer mentoring and project-based learning, has succeeded in increasing student involvement in academic and non-academic activities.
- d) Sustainability of the Learning Organization (LO) program, carried out through regular evaluations and policy adjustments, ensures that child-friendly programs can continue to develop according to the needs of the madrasah community.

The implementation of Learning Organization (LO) has the following advantages and disadvantages:

- a. Advantages of Learning Organization (LO)
 - 1) Inclusivity: The Learning Organization (LO) approach has succeeded in involving all parties, from students to parents, in supporting child-friendly madrasa policies.
 - 2) Flexibility: Madrasahs can adapt programs to local needs, such as developing green open spaces at MAN 2 Bandung.
 - 3) Improved Teacher Skills: Regular training helps teachers become more competent in managing heterogeneous classes.
- b. Lack of Learning Organization (LO)
 - 1) Resource Limitations: Some programs, such as the development of new facilities, are constrained by budget constraints.

- 2) Teacher Workload: Teachers often find it difficult to balance teaching duties with involvement in training and evaluation.

The implementation of the Learning Organization at MAN 1 Bandung and MAN 2 Bandung shows that the Learning Organization (LO) approach is effective in supporting the realization of child-friendly madrasas. By involving the entire madrasah community and applying the principles of sustainable learning, MAN 1 Bandung and MAN 2 Bandung succeeded in creating an environment that is safe, comfortable, inclusive, and supports holistic student development.

However, this implementation also faces quite serious challenges, especially in terms of resources and time management. Therefore, greater support is needed from the government and community to ensure the sustainability of this program. With continuous improvement, the Learning Organization can become an inspiring model for other madrasas in creating child-friendly education.

CONCLUSION

Overall, the impact of Learning Organization (LO) in both madrasas includes three main things: 1) Safe and Inclusive Learning Environment: Students feel more supported, both academically and emotionally, 2) Increased Teacher Competence: Teachers are better able to manage heterogeneous classes and support individual student needs, and 3) Wide Community Involvement: Parents and local communities play an active role in supporting child-friendly madrasa programs. However, both madrasas also face challenges that need to be overcome, such as high teacher workload, budget constraints, and varying levels of student awareness of the importance of active participation.

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