



## **The Implementation of Child-Friendly School Policy from the Perspective of Islamic Educational Management (A Case Study at Trenggalek)**

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**Abstract.** This study aims to analyze the implementation of the Child-Friendly School (CFS) policy from the perspective of Islamic education management at State Senior High School 2 Trenggalek. The research focuses on four main aspects: planning, implementation, supervision, and evaluation of the policy. A qualitative approach with a case study design was employed, in which data were collected through in-depth interviews, observations, and documentation, and then analyzed using Miles, Huberman, and Saldaña's interactive model. The findings reveal that policy planning was carried out participatively through deliberation involving the principal, teachers, students, and the school committee. Policy implementation was reflected in participatory teaching methods, the creation of a more conducive school environment, and the provision of counseling services, although constrained by limited resources and teacher training. Policy supervision was conducted through formal mechanisms such as complaint boxes and counseling services, alongside informal forums involving students, reflecting a participatory monitoring pattern. Policy evaluation was conducted periodically and showed an increase in students' awareness of anti-violence values, despite challenges such as teacher resistance to change and budget constraints. The study concludes that the implementation of the CFS policy at State Senior High School 2 Trenggalek can be harmonized with the principles of Islamic education management—al-takhthith, al-tanfidz, al-muraqabah, and al-taqwim, which emphasize deliberation, trustworthiness, responsibility, justice, and continuous improvement.

**Keywords:** child-friendly school, islamic education management, policy implementation

**Abstrak.** Penelitian ini membahas bagaimana kebijakan Sekolah Ramah Anak (SRA) diimplementasikan pada Sekolah Menengah Atas Negeri 2 Trenggalek serta bagaimana kesesuaian dengan prinsip-prinsip manajemen pendidikan Islam. Permasalahan yang ditinjau berfokus pada empat aspek utama implementasi kebijakan, yaitu perencanaan, pelaksanaan, pengawasan, dan evaluasi. Studi ini menggunakan pendekatan kualitatif dengan desain studi kasus melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa perencanaan kebijakan dilakukan secara partisipatif melalui musyawarah dengan berbagai pemangku kepentingan. Pelaksanaan kebijakan tercermin dalam pembelajaran partisipatif, penataan lingkungan yang aman dan kondusif, serta penyediaan layanan konseling, meskipun masih terbatas oleh minimnya pelatihan dan sarana pendukung. Pengawasan berjalan melalui mekanisme formal maupun informal yang melibatkan guru BK, komite, dan siswa, sedangkan evaluasi dilakukan secara berkala dengan menunjukkan peningkatan kesadaran siswa terhadap nilai anti-kekerasan. Penelitian ini menyimpulkan bahwa implementasi kebijakan SRA di Sekolah Menengah Atas Negeri 2 Trenggalek selaras dengan prinsip al-takhthith, al-tanfidz, al-muraqabah, dan al-taqwim dalam manajemen pendidikan Islam, yang menekankan musyawarah, amanah, tanggung jawab, serta perbaikan berkelanjutan.

**Kata Kunci:** implementasi kebijakan, manajemen pendidikan islam, sekolah ramah anak

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## INTRODUCTION

Child-friendly education is not only about access and facilities, but also related to the fulfillment of children's rights, safety, protection from discrimination and violence, and active participation of children in the school environment, both in planning, implementing, supervising, and evaluating programs. The Child-Friendly School (SRA) policy has been regulated through the Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014 to ensure that education units create a safe, clean, healthy, environmentally caring environment, and respectful of children's rights (Regulation of the Minister of Women's Empowerment and Child Protection No. 8/2014). However, the reality on the ground shows that the implementation of this policy is still varied and has not fully reached the ideal standards set by the government.

A number of studies show that the implementation of SRA often faces structural and cultural challenges. For example, a study by (Putri & Rahaju, 2020) at State Senior High School 3 Kediri found that the human resource aspect is running relatively well, but facilities for students with special needs and budget support are still inadequate. Another finding, a study by (Kurniawan, 2023) in Batam City, shows that the principles of child protection from violence, discrimination, and bullying have not been applied optimally due to the lack of teacher training and limited physical support facilities. This condition strengthens the view that each school has different characteristics, organizational culture, and managerial capacity, thus affecting the effectiveness of the implementation of SRA policies, including at State Senior High School 2 Trenggalek.

Based on these empirical phenomena and gaps, this study aims to: (1) analyze how the Child-Friendly School policy is implemented in the aspects of planning, implementation, supervision, and evaluation at State Senior High School 2 Trenggalek; and (2) assess the suitability of the implementation with the principles of Islamic education management, especially al-takhthith, al-tanfidz, al-muraqabah, and al-taqwim. An analytical approach that links public policy practices and Islamic education management principles is needed to understand the normative dimensions and values that influence the implementation of SRA (Arfan, 2024).

This research is important because the integration between SRA policy and Islamic education management has not been studied in depth, especially in the context of secondary schools in the region. In addition, the variation in implementation in various regions shows the need for studies that are able to capture SRA practices based on actual school conditions, not just normative regulations (Saidi, 2024). Using the perspective of Islamic education management, this research is expected to make a theoretical and practical contribution to strengthening SRA policies, as well as presenting an implementation model that is more in line with the values of deliberation, trustworthiness, justice, and continuous improvement in Islamic education.

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## RESEARCH METHODS

This study uses a qualitative approach with a case study design. The selection of this approach is based on research objectives that are oriented toward understanding in depth the implementation of the Child-Friendly School (SRA) policy at State Senior High School 2 Trenggalek in a real and complex context. The qualitative approach is considered the most appropriate because it allows researchers to explore policy phenomena contextually, while the case study design is chosen because it provides an opportunity to examine a single unit of analysis holistically through various complementary data sources (Ikhram, 2022). Thus, this study not only seeks to explain the administrative procedures of the policy, but also to reveal the social, cultural, and institutional dynamics behind its implementation.

The subject of the study was determined by the purposive sampling method, which is the selection of informants based on certain considerations that are relevant to the focus of the research. The number of informants is 30, consisting of school principals, teachers, heads of child-friendly school teams, school committees, and students. Their selection is based on their strategic roles, such as the principal as the determinant of the policy direction, the teacher as the main implementer, the SRA team as the driving force, the school committee as an external partner, and the students as the subject and beneficiary of the policy (Muhsinin & Sentosa, 2023). By involving these actors, researchers can comprehensively describe policy implementation from various perspectives.

Data collection techniques are carried out through in-depth interviews, observations, and documentation. Semi-structured interviews are used so that researchers can explore the informants' experiences openly, but still be directed according to the focus of the research. Observations were carried out to obtain a real picture of the physical environment, learning atmosphere, and interaction between school community members. Documentation in the form of archives, school principals' decrees, meeting minutes, and school publications were used to strengthen the data from interviews and observations. The combination of these three techniques allows researchers to obtain rich, valid, and contextual data.

Data analysis was carried out interactively following a model (Miles & Huberman, 2014) which includes data reduction, data presentation, and drawing conclusions. Data reduction is carried out by sorting out relevant information, data presentation is carried out in the form of a descriptive narrative so that it is easy to understand, while drawing conclusions is carried out inductively to find patterns and meanings from the data. The validity of the data is maintained through triangulation of sources and techniques, as well as member checks with informants to ensure the suitability of the researcher's interpretation with the participants' experiences. With these steps, the research is expected to be able to produce valid, reliable, and scientifically accountable findings.

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## RESULTS AND DISCUSSION

### Child-Friendly School Policy Planning

The subject of the study was determined by the purposive sampling method, which is the selection of informants based on certain considerations that are relevant to the focus of the research. The number of informants is 30, consisting of school principals, teachers, heads of child-friendly school teams, school committees, and students. Their selection is based on their strategic roles, such as the principal as the determinant of the policy direction, the teacher as the main implementer, the SRA team as the driving force, the school committee as an external partner, and the students as the subject and beneficiary of the policy (Latif & Abidin, 2024). By involving these actors, researchers can comprehensively describe policy implementation from various perspectives.

"We conduct a needs mapping by looking at bullying cases, disciplinary records, and the condition of school facilities before formulating policies." (W/Guru-3). The school's documentation shows a needs analysis document that forms the basis for preparing the draft policy as follows:

**Table 1. Findings on the Planning of the Child-Friendly School (CFS) Policy**

Planning Component	Factual Data	Data Source
Establishment of the CFS Team	Principal's Decree, 12 members	Documentation
Needs Analysis	Data on bullying, facilities, and counseling needs	Observation, Interviews
Stakeholder Involvement	Teachers, students, school committee	Interviews
Policy Socialization	Coordination meetings and workshops	Documentation

Source: Processed data, 2025

The table shows that the SRA policy planning process has met the basic principles of participatory and needs-based programming. The data show that schools not only form teams structurally through decrees, but also map concrete needs as a basis for policy formulation. The involvement of all stakeholders shows that there is collective support for policy formulation, while dissemination activities ensure that all school residents understand the content of the policy before it is implemented.

Before the policy is set, schools conduct needs analysis through environmental observations, mapping of bullying and discrimination cases, and evaluation of infrastructure facilities. The data are used as a basis for developing policy designs that are more contextual and in accordance with actual school conditions.

The resulting policy draft includes the formulation of vision, mission, child-friendly discipline, counseling services, and student interest and talent development programs. The preparation process is carried out in a participatory manner by involving school residents so that it is not only top-down. After going through the preparation stage, the policy document is validated by the education office and ratified through the Principal's Decree. To strengthen the understanding of school residents, this policy was then

disseminated widely through coordination meetings, workshops, and joint declarations.

### Implementation of Child-Friendly School Policy

The implementation of child-friendly school policies can be seen in the school's daily learning and activities. Teachers use discussion-based, collaborative, and project-based learning methods. The school environment is laid out in a more child-friendly manner through reading corners, the addition of visual literacy, and access to the counseling room. "We are more comfortable expressing our opinions and if there is a problem, we can go directly to the BK room without fear of being scolded." (W/Student-1).

**Table 2. Findings on the Implementation of the Child-Friendly School (CFS) Policy**

Implementation Aspect	Factual Data	Data Source
Learning Methods	Discussion-based, collaborative learning, Project-Based Learning (PjBL)	Teacher Interviews
Physical Environment	Reading corners, anti-violence banners	Observation
Counseling Services	Counseling room active on a daily basis	Observation
Thematic Activities	Socialization of children's rights and digital literacy	Documentation

Source: Processed data, 2025

Table 2 illustrates that the implementation of SRA policies is reflected in two main domains: learning and the school environment. Teachers implement dialogical and collaborative learning that is oriented toward the needs of children. The physical environment of the school has been adjusted to foster learning comfort levels, characterized by the presence of counseling rooms, reading corners, and anti-violence campaign media. In addition, the sustainability of programs such as the dissemination of children's rights shows that schools strive to build a culture that supports the creation of a child-friendly environment consistently.

SRA learning activities use discussion-based models, project-based learning, and collaborative learning that emphasize appreciation for each student. In addition, the school environment is designed to be more child-friendly through the provision of reading corners, literacy development, and counseling room facilities that can be accessed by students to obtain emotional support services (Oktarina, Zainuri, Nurlaila, & Saipul, 2024).

In addition to the realm of learning, this policy is also manifested in extracurricular programs and thematic socialization. The SRA team regularly conducts counseling on children's rights, violence prevention, and healthy digital literacy. This activity aims to increase students' awareness of the importance of behavior that respects differences and rejects all forms of violence. However, the implementation of the policy still faces obstacles such as limited facilities for students with special needs and a lack of teacher training on technology-based child-friendly learning strategies.

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### **Supervision of the Implementation of Child-Friendly School Policy**

Supervision of policy implementation is carried out through a complaint and monitoring mechanism conducted by BK teachers, homeroom teachers, and the SRA team. This mechanism provides an opportunity for students to submit reports on cases of bullying, discrimination, or verbal violence either through a complaint box or direct consultation with BK teachers. Each incoming report is then processed collaboratively by the SRA team by involving the principal and the school committee to ensure that the resolution of issues is done fairly and transparently.

In addition to the formal mechanism, supervision is also carried out informally through class discussion forums, student council meetings, and regular coordination meetings of the SRA team. This approach not only encourages student involvement in supervision, but also creates a culture of openness in the school environment. However, the study found that supervision efforts are still limited to the internal scope of the school. Collaboration with external institutions, such as the education office and child protection institutions, has not been functioning optimally, so the scope of supervision still needs to be expanded.

### **Evaluation of Child-Friendly School Policies**

Evaluation of child-friendly school policies is carried out periodically through internal meetings of the SRA team and accountability reports to the principal and the school committee. This evaluation focuses on assessing program achievements, identifying barriers, and recommendations for follow-up actions that need to be taken. The findings of the study show that there is an increase in students' awareness of mutual respect, strengthening anti-violence character values, and creating a more conducive learning atmosphere. These results show that the child-friendly school policy has a positive impact on the educational climate at State Senior High School 2 Trenggalek.

However, the evaluation also revealed some challenges that schools still face. Some teachers still show resistance by maintaining a conventional discipline pattern that tends to be authoritative. In addition, limited funds are the main obstacles that hinder the expansion of programs and innovations in implementation. Nevertheless, schools remain committed to improving policy implementation through the use of internal resources, strengthening partnerships with parents, and establishing cooperation with external parties so that child-friendly school programs can be run continuously.

### **Child-Friendly School Policy Planning**

The research findings indicate that the planning of the Child-Friendly School (CFS) policy at State Senior High School 2 Trenggalek was carried out through the establishment of a special task force, needs analysis, and the participatory drafting of policy documents. When examined through Edward III's implementation theory, this process demonstrates that two initial

implementation variables, communication and disposition, were effectively addressed. The involvement of teachers, students, and the school committee through deliberative forums reflects the presence of open information flows as well as the willingness of key actors to accept the policy direction. This finding reinforces the study by (Fahlevi, 2024), which emphasizes that the planning stage can only be successful when there is alignment of perceptions among stakeholders and when communication occurs in a two-way manner.

A deeper interpretation shows that participatory planning is not just an administrative procedure, but also a strategy to build collective ownership of policies. Needs analysis carried out by schools, such as bullying case mapping and facility evaluation, shows that the policies prepared are based on empirical conditions, not just imitating policy templates from other regions. Thus, these findings show the compatibility between the school context and policy planning, which is often a weakness in the implementation of education policies in Indonesia.

From the perspective of Islamic education management, the results of the study show the application of the principle of al-takhthith because the planning process is based on deliberation (shura), trust, and orientation toward the interests of students (Rahma, Sapuadi, & Riyadi, 2025). The involvement of students in discussion forums illustrates the practical application of shura values, not mere formalities. In addition, the preparation of a child-friendly vision and rules shows the awareness of leadership to carry out the mandate in protecting the rights of students (Ariarta, Latif, Ulfaturrahmah, Nuzula, & Abidin, 2024). The findings of this study support the views of (Hasibuan, 2024) and (Hasan, 2024) that emphasize that the ideal management of Islamic education should integrate the spiritual, social, and emotional dimensions of the child into the planning process. Thus, SRA policy planning at State Senior High School 2 Trenggalek is in line with the concept of Islamic education management that not only emphasizes administrative effectiveness, but also ethical and moral values.

### **Implementation of Child-Friendly School Policy**

Interpretation of the results of the study shows that the implementation of SRA policies is in two main domains: learning activities and the physical environment of the school. Teachers have implemented participatory learning methods such as discussion, collaborative, and project-based learning, which are in line with the principles of child-friendly pedagogy. Efforts to organize the school's physical environment such as the provision of reading corners, anti-violence banners, and counseling rooms also show the school's commitment to creating a safe learning environment and respecting the diversity of students.

Associated with the theory of policy implementation (Edwards, 1980), this implementation reflects the use of internal resources and a supportive organizational structure. However, obstacles in the form of limited facilities for students with special needs and lack of teacher training show that

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variable resources are still a challenge in implementation. These results are in line with a study (Putri & Rahaju, 2020) in Kediri, which found that the most common obstacle to the implementation of SRA is the lack of resource support and teacher training. Thus, the findings of this study not only reinforce previous research, but also enrich the understanding that SRA requires sustained resource support, not just formal rules.

From the perspective of Islamic education management, the implementation of SRA policies in schools represents the principle of al-tanfidz, which is to carry out policies with consistency, trust, and integrity. The implementation of learning methods that respect children's rights reflects the values of solemnity (service) and justice (justice), two basic values in Islamic education (Septinilia & Bustami, 2025). On the other hand, socialization activities regarding children's rights and violence prevention reflect the function of Islamic tarbiyah in shaping students' character through the cultivation of the values of compassion, appreciation, and responsibility.

These findings support the argument (Fatihin, 2023) that the implementation of Islamic education policies must balance cognitive, affective, and spiritual aspects. At State Senior High School 2 Trenggalek, the implementation of SRA policies not only aims to protect students from violence, but also creates an environment that supports their holistic development. Thus, the implementation of the SRA policy has been in line with the Islamic education value framework and is able to have a significant pedagogical and cultural impact on students.

### **Supervision of the Implementation of Child-Friendly School Policies**

Supervision of the Child-Friendly School policy at State Senior High School 2 Trenggalek is carried out through formal mechanisms such as complaint boxes and consultations with BK teachers, as well as informal mechanisms through class forums and student council meetings. This practice shows that there is a participatory monitoring pattern that is not only administrative, but also involves students as active subjects in supervising the implementation of policies. This kind of approach is in line with the idea of (Arcaro, 2024) in Quality in Education which emphasizes the importance of the involvement of all parties in the education quality management cycle, including students, teachers, and school committees, so that supervision becomes more effective and touches the cultural aspects of schools.

From the perspective of Islamic education management, supervision is part of the principle of al-muraqabah, which is a continuous control process that is carried out with full moral responsibility. The mechanism of student involvement in the supervision forum shows the application of the principle of shura because it gives room for aspirations for children as the main stakeholders. In addition, the openness of the reporting channel shows the existence of trust and transparency, a value that is highly emphasized in Islamic supervision (Tri Yuliani, Annisa, Gusnita, & Triana, 2025). Thus,

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supervision at State Senior High School 2 Trenggalek not only carries out the control function, but also builds a participatory culture and the value of justice in the school community.

### **Evaluation of Child-Friendly School Policies**

Policy evaluations at State Senior High School 2 Trenggalek are carried out periodically through SRA team meetings and accountability reports to the principal and committee. This evaluation emphasizes achieving program objectives, identifying barriers, and preparing follow-ups. The results of the study showed that there was an increase in student awareness of building mutual respect and rejecting violence. This shows that evaluation is not just an administrative activity, but also has an impact on changing student behavior. According to Stufflebeam (2000) in the CIPP (Context, Input, Process, Product) model, educational evaluation should not only assess results, but also processes and contexts, so that improvement decisions can be made comprehensively. The practice of evaluation in this school is in accordance with this model, although it still faces obstacles in the form of resistance from some teachers and limited funds.

From the perspective of Islamic education management, evaluation reflects the principle of al-taqwim, which is an assessment effort directed at continuous improvement. Evaluation at State Senior High School 2 Trenggalek functions not only to measure program achievements, but also to strengthen the moral and spiritual dimensions of students. This is in accordance with the view (Fatihin, 2023) which emphasizes that evaluation in Islamic education must prioritize the development of noble character and morals, not just cognitive achievements. Thus, the evaluation of SRA policies in schools has a dual function: as an institutional control mechanism and a means of fostering Islamic values in the educational environment.

### **CONCLUSION**

This study concludes that the implementation of the Child-Friendly School Policy (SRA) at State Senior High School 2 Trenggalek takes place through planning and implementation stages that have reflected the basic principles of Islamic education management. First, in the planning aspect, the school succeeded in formulating the SRA policy through the formation of a special team, comprehensive needs analysis, and active involvement of all stakeholders. This finding directly answers the purpose of the first research, which is to identify the policy planning process, and shows that planning has been carried out in a participatory manner according to the principles of shura, trust, and orientation toward the benefit of students.

Second, the implementation of SRA policies shows that teachers and educational staff have implemented learning practices and services that are oriented towards comfort, safety, and respect for children's rights. This answers the formulation of the second problem regarding how policies are applied in educational practices. However, this study also reveals obstacles in

the form of limited facilities for students with special needs and lack of teacher training on technology-based child-friendly learning strategies. This condition confirms that the success of implementation is greatly influenced by the capacity of human resources and supporting facilities.

Overall, this study has implications that SRA policies can be a strategic instrument in improving the quality of educational services based on Islamic values, especially through the application of the principles of al-takhthith and al-tanfidz in school management. This policy not only serves as a formal regulation, but also as a value framework for building a humanistic and inclusive school culture.

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