



Implementation of Academic Supervision in Child Friendly Elementary Schools

Sumini, Markhamah^(✉), Minsih, Laili Etika Rahmawati, and Endang Fauziati

Faculty of Teacher Training Education, Universitas Muhammadiyah Surakarta, Surakarta,
Indonesia
mar274@ums.ac.id

Abstract. This study aims to describe the implementation of academic supervision in child-friendly elementary schools. This is a qualitative descriptive study. Data were collected by interview, observation and document study techniques. Data analysis was carried out with the stages of data reduction, data display, conclusion drawing and verification. The results showed that 1) The planning stage of supervision was carried out by determining the purpose of supervision, determining the schedule, determining the approach, and selecting the supervision instrument. 2) Implementation of supervision shows that teachers socialize the SRA program, teachers give children the opportunity to express their ideas, opinions and thoughts, training on children's rights and their protection is carried out through seminars but only once, schools have sufficient learning infrastructure, students have not expressed ideas and opinions, and less community participation. 3) Evaluation and follow-up needed are increasing program socialization, variations in learning strategies, training on children's rights and their protection on a regular basis, adding facilities if needed, teachers motivating students to express their ideas and opinions, and improving cooperation with the community.

Keywords: Academic Supervision · Child-Friendly school

1 Introduction

Child-friendly school is a government policy program to implement a safe, comfortable and enjoyable learning environment for students and teachers. Students are free to express their ideas, opinions and thoughts and develop their potential without fear and other restrictions. Students have the right to work and express themselves according to their potential. The concept of child-friendly schools emphasizes the right of children to get quality education and helps children learn according to what they need. Child-friendly schools (SRA) present a smile corner for every child, so that learning is happy (Fahyuni, et al. 2020).

Child-friendly schools are safe and comfortable schools for children's learning (Indraswati, et al., 2020). The learning model applied is focused on students, giving good prejudice (Yosada, et al. 2019) and (Mangestuti, et al. 2022). The child-friendly school program is an effort to protect children's rights in the field of education (Rohmana,

et al., 2019). The concept of child-friendly schools is school-based character education (Fathan, et al. 2022), safe school environment, friendly school, inclusive school and religious school (Na'imah, et al. 2020). Implementation of the SRA program with 3Ps, namely provision, protection and participation (Wahdah, et al. 2020).

Child-friendly schools have educators and staff who are trained in implementing children's rights (Rismayani, 2021). The success of child-friendly schools is supported by the commitment and determination of teachers to improve the quality of education (Krisna, et al., 2021). The implementation of child-friendly schools is carried out by not discriminating, conducting fun and safe learning, actively involving children in learning activities, and providing good facilities for children (Sari, et al. 2021), (Suharjuddin, et al. 2021), and (Ikbal, et al. 2021). The implementation of the SRA program includes SRA policies, trained educators and staff, implementation of child-friendly learning processes, child-friendly facilities and infrastructure, child participation, participation of parents, alumni, mass organizations and the business world (Pasha, et al. 2022).

The success of implementing child-friendly schools is determined by several indicators, namely the existence of a written commitment to child-friendly school policies, child-friendly teaching and learning processes, educators and education personnel receiving training on children's rights and their protection, availability of facilities and infrastructure, child participation, and community participation. (Gunawan, 2019). To ensure the implementation of the child-friendly school program, it is necessary to carry out academic supervision by the principal and supervisor. Academic supervision is carried out by the principal as a supervisor to ensure the achievement of educational goals. The principal's role is to supervise the implementation of learning activities in child-friendly schools by providing facilities, supervision of the curriculum, teacher training and involving parents (Dewi, et al. 2021).

Academic supervision is a way to improve and improve the quality of teacher performance, has a monitoring function, management and is oriented towards educational goals. Supervision is also oriented towards improving teaching and learning whose effectiveness depends on the supervisory skills and competence of the principal in cooperating with all teachers. The implementation of academic supervision includes stages, namely: pre-academic supervision, planning, implementation of academic supervision, evaluation and follow-up supervision plans (Syahrudin, et al. 2022). Academic supervision has an effect on increasing achievement, creativity, cooperation, activity and motivation with the existence of academic supervision (Roslena, 2022).

Other previous research findings indicate that the implementation of academic supervision includes the planning and implementation stages. The planning stage of academic supervision is based on increasing competence and the teaching profession, which is carried out at the turn of each semester by involving waka and senior teachers. In addition, the implementation stage of individual academic supervision includes class visits, observations, individual meetings, and self-assessment. Academic supervision has a real impact on the development of the teaching profession so that it can identify deficiencies when teaching and improve the quality of learning in the classroom (Khaudli, et al. 2022). The implementation of academic supervision can improve teacher performance in carrying out learning whose implementation is adjusted to the needs of teachers/schools with varied techniques (Jati, 2022). Academic supervision is carried out to streamline

supervisory activities by planning in advance for teacher coaching, teacher performance assessment and mentoring and teacher professional training (Hamid, et al. 2022), carried out with a direct approach, assessment using teacher report cards, forms of assessment in the form of RPP assessment, supervision teaching, and disciplinary assessment (Muchlis, et al. 2022).

Supervision activities include planning, implementing and evaluating supervision activities. Supervision planning activities by school principals are carried out by socializing supervision through school meetings so that teachers know and understand the aims and objectives of the supervision program. The principal prepares an academic supervision program by involving teachers, especially regarding the supervision schedule. The implementation of supervision begins with the presentation of the components of the instrument, confirms and asks for an explanation regarding the components of supervision, records the results of supervision, submits the results of supervision, and provides suggestions for improving performance. Evaluation and follow-up supervision is carried out by collecting the results of supervision, making an inventory of component items that need improvement, analyzing the results of supervision, making performance improvement programs, and implementing improvement programs through in-house training, consultation and rewarding (Fadloli, 2020).

The better the implementation of academic supervision and pedagogic competence, the better the teacher's performance (Wardani, et al. 2022). Cooperation between supervisors and teachers in supervision and learning activities is important to improve performance (Wanto, 2012). The right academic supervision model can affect the improvement of teacher performance (Damayanti, 2016). Academic supervision planning is done by compiling a schedule, lesson planning, and a list of teachers to be supervised. The implementation of supervision is carried out by conducting learning observations and recorded according to the instrument. Evaluation is carried out by holding discussions and showing the results of supervision to the teacher (Sugiyanti, et al. 2016). In planning supervision, the principal also determines the technique or approach to supervision, for example individually or in groups. Supervision evaluation is carried out by routine coaching and discussions with school principals (Mufidah, 2022).

A preliminary study at SD N 2 Ngargosari Ampel shows that the role of the community in child-friendly education is still weak and the learning process is still teacher-centered, which means that it does not meet the indicators for implementing child-friendly schools. The facilities seem adequate and the educators have understood the behavior of child violence and its protection. Based on the results of the preliminary study, the authors are interested in studying how the implementation of academic supervision in the school is carried out with the aim of this study being to describe the implementation of academic supervision in child-friendly elementary schools.

2 Method

This is a qualitative research with a descriptive approach to systematically and logically describe the implementation of academic supervision in child-friendly elementary schools. The subjects of this study were principals and teachers of SD N 2 Ngargosari

Ampel in Boyolali Regency. Data in the form of statements and documents on the implementation of academic supervision by the principal were collected by interview, observation, and document study. Interviews were conducted on research subjects regarding the implementation of academic supervision at the school, which implements a child-friendly school program. Observations were carried out by researchers by observing academic supervision activities by the principal, namely in the supervision of learning in a teacher's class and follow-up as an effort to improve performance. Documents on the implementation of academic supervision include the documents prepared in the supervision plan, such as the supervision schedule, monitoring instruments, analysis, supervision implementation notes, and follow-up plans. The stages of data collection in this study were: 1) conducting interviews about the implementation of academic supervision in child-friendly elementary schools, 2) writing interview scripts, 3) coding the results of interviews and 4) triangulating research results by comparing teacher statements in interviews and document studies. Data analysis was carried out in stages, namely 1) writing transcription of interview results and coding, classifying data, reducing data, presenting data, interpreting data and drawing conclusions.

3 Result and Discussion

3.1 Of Academic Supervision Planing

The results of interviews with the principals studied showed that the implementation of academic supervision went through three stages, namely planning, implementation and follow-up. The planning stage has fulfilled its elements, namely socializing supervision activities to teachers so that teachers know and understand the aims and objectives of the supervision program and develop a supervision program by involving teachers.

Before conducting supervision, I had to prepare in advance the program, including the techniques and instruments for supervision. The contents are various. There is a schedule, instruments for teacher device analysis, and most importantly supervision notes. I will also socialize to the teachers that supervision will be carried out so that they must prepare themselves and their equipment. I always involve the teacher to determine the schedule and others. Always communicate the term so that they both know and understand each other's duties. Moreover, our school implements a child-friendly school program. So all elements must comply with the guidelines (KS1)".

The results of interviews with teachers indicate that prior to the implementation of supervision, the principal socializes supervision activities so that teachers know and understand the objectives and schedule for carrying out supervision activities. Thus, teachers can prepare learning tools and themselves for supervision.

The results of the document study show that the principal prepares an academic supervision program with instruments containing objectives, plans, implementation, monitoring, evaluation, reflection, follow-up plans and attachments. This appendix is in the form of a supervision schedule, learning tool analysis instruments, monitoring instruments, analytical instruments and supervision notes. This document serves as a guideline for school principals in carrying out academic supervision.

“Usually there is a meeting with the teachers first if the principal wants supervision. There is determined the schedule and what must be prepared. Indeed, supervision is good for monitoring and evaluating the course of school activities (Gr1)”.

Document studies conducted by researchers show that the supervision planning carried out by the principal includes the formulation of objectives, determining the schedule, selecting the approach and supervision technique and selecting the instrument (Table 1).

From the data exposure above, it can be concluded that the principal in planning supervision is to determine the purpose of supervision, determine the schedule, determine the approach or technique, and choose the supervision instrument. The supervision instruments prepared include the instrument for studying learning devices, studying lesson plans, pre-learning interviews, learning observations, interviews after learning, learning assessments, analysis of supervision results, and follow-up plans as well as reports on the results of supervision.

3.2 Implementation of Academic Supervision The

Implementation of supervision activities is carried out through activities including initial meetings with teachers, monitoring supervision through observation or interviews, carrying out supervision and reflection, and carrying out follow-up actions. In the schools studied, the implementation of supervision begins with a meeting with the teacher at the meeting, notes the results of supervision, submits the results of supervision, and plans improvements or follow-ups. This was revealed by the principal in an interview with the researcher. All elements in the implementation of supervision in the schools studied have been fulfilled, namely initial meetings with teachers, implementation of supervision by observation or interviews, and planning follow-up actions. However, the reflection stage is carried out by the principal himself without discussing it with colleagues.

Table 1. Supervision Planing Form

Required Step	Required	Elements Involved	Implementation Time	Location
Determining the purpose	Of Enviromental Analysis and Pre-Observation Of	Principal	Beginning of the Semester/Before Supervision	Library Room
Determining Approaches and Techniques	Coordination Meeting With Teachers	Teacher	During Meeting Agenda	Hall
Selecting The	Teacher Meetring Instrument Clas Visit Discussion	Student Teacher	KBM Hours	Class
	Supervision Instruments Iclude: - Learning device review instrument - RPP Review Instrument - Instrument Interview Before Learning - Learning Observation Instrument - Post-Learnin Interview Instrument - Learning Assessment Supervision Instrument - Supervison Results Instrument - Follow-Up Plan Instrument - Report	Teacher	October 2022	Principal Kelas and Office

We first conveyed at the meeting that there would be supervision. Ask and answer what the teacher did not understand. I also show the instruments that I will use for supervision. Then the implementation of supervision according to schedule. I analyze the advantages and disadvantages while I think about what solutions could solve these weaknesses. I will plan improvements after I have studied the weaknesses of my teachers. After that, I will recommend training or upgrading for improvement (KS2)".

Document data shows several notes on the results of supervision collected by the principal. These notes were reviewed to find solutions to improve teacher performance as outlined in the follow-up plan.

The analysis of the results of supervision by the principal for each indicator is described as follows:

With a commitment to the SRA policy, teachers have helped to socialize the SRA program. Program socialization needs to be improved.

- a. friendly teaching and learning process Most teachers have given children the opportunity to express their ideas, opinions and thoughts freely so that students can develop their potential. The follow-up plan is that learning strategies need to be varied so that teacher training is needed.
- b. Educators and education personnel receive training on children's rights and their protection Training has been provided in seminars on children's rights and the implementation of the SRA program but is only carried out once during program implementation, so training needs to be provided periodically.
- c. Availability of facilities and infrastructure The school already has sufficient learning infrastructure and additional facilities are carried out when the budget is ready.
- d. Children's participation Students seem to still be unable to express ideas and opinions so that the teacher is still the center of learning. Learning is carried out only knowledge transfer. Teachers need to motivate students to dare to express their ideas and opinions so that students are active in teaching and learning activities.
- e. Community participation Community participation is still lacking, for example as resource persons or other learning resources so there needs to be better cooperation with the community (Table 2).

Table 2. Document on the result of the implementation of supervision

NO	Indicators	Of achievement	Follow-up plan
1	There is a commitment to the policy	The teacher participates in socializing the SRA Program	Socialization of the SRA is improved
2	The teaching and learning proces is child-friendly	Most teachers have provided opportunities for children to expres their ideas, opinions and though freely so that students can develop thir potential	Learning strtaegies need varies so that upgrading is needed for teachers
3	Educations and pupils receive training on children's right and their protection	Training has been given in seminars on children's rights and the implementation of the SRA program, but only once during the implementation of the program	Training is given regularly
4	Availability of facilities and infrastructure	Sufficiently	add supporting facilities when the budget is ready
5	Children's participation	Student seem unable to expres ideas and opinions so the teacher is still the center of learning. Learning is carried out only by transferring knowledege	Students to have the courage to exprs their ideas and opinions so that students are active in teaching
6	Motivate	Teachers	And learning learning directly is not just an abstract concept

3.3 Evaluation and Follow-Up of Academic Supervision

Evaluation and follow-up of supervision are carried out by collecting the results of supervision, taking an inventory of component items that need improvement, analyzing the results of supervision, making performance improvement programs, and implementing improvement programs through in-house training, consultation and giving rewards.

The results of interviews with school principals show that after carrying out supervision, he collects notes on the results of supervision and reviews the results, prepares training programs for performance improvement and implementation. Performance improvement is carried out through training and workshops.

The document study shows that the evaluation and follow-up on the implementation of supervision in child-friendly schools are as follows: 1. Socialization of the program needs to be improved. Socialization is the implementation of a commitment to child-friendly school policies which the community must know about; 2. Learning strategies

Table 3. Description of Activities by Stages of Implementation of Academic Supervision

No.	Stages of Academic Supervision	Results
1.	Planning	<ul style="list-style-type: none"> - Socializing supervision activities - Develop a supervision program with documents including instruments containing objectives, plans, implementation, monitoring, evaluation, reflection, and follow-up plans. - Attachments are in the form of a supervision schedule, learning instrument analysis tools, monitoring instruments, analytical instruments and supervision notes.
2.	Implementation	<ul style="list-style-type: none"> - Teachers have participated in socializing the SRA program. - Most teachers have given children the opportunity to express their ideas, opinions and thoughts freely so that students can develop their potential. - Training on children's rights and their protection has been given in seminars on children's rights and the implementation of the SRA program but only once during the program implementation. - Schools already have adequate learning infrastructure - Students seem to still not be able to express ideas and opinions so that the teacher is still the center of learning. Learning is carried out only knowledge transfer. - Community participation is still lacking, for example as resource persons or other learning resources.
3.	Evaluation and Follow-up	<ul style="list-style-type: none"> - Program socialization needs to be improved. - Learning strategies need to be varied so that teacher training is needed. - Training on children's rights and their protection needs to be provided on a regular basis. - Facilities are added when needed and budget is available. - Teachers need to motivate students to dare to express their ideas and opinions so that students are active in teaching and learning activities. - Cooperation with the community is enhanced.

need to be varied so that teacher training is needed. It aims to enrich teachers' knowledge about learning models so that learning is fun, comfortable for students, and achieves better achievements; 3. Training on children's rights and their protection needs to be provided periodically. The aim is to increase the knowledge of educators and technicians so that they can treat children according to their rights and know how to protect children's rights; 4. Adding infrastructure if needed. The aim is to support the implementation of KBM; 5. Teachers need to motivate students to dare to express their ideas and opinions so that students are active in teaching and learning activities. Student activity is needed in learning so that learning is not boring and students' abilities increase; and 6. There needs to be better cooperation with the community. This aims to increase community participation in education, either as resource persons or school visits in the form of outing classes to support learning activities (Table 3).

Academic supervision in child-friendly schools is important because schools must be safe and comfortable learning places for children (Indraswati, et al., 2020). The learning model applied is focused on students, giving good prejudice (Yosada, et al., 2019) and (Mangestuti, et al, 2022). However, the findings of the problem found are that teachers still use a teacher-centered approach in learning. This is not in accordance with previous research that learning in child-friendly schools must be student-centered.

4 Conclusion

Academic supervision activities carried out by school principals include three stages, namely planning, implementation and evaluation as well as follow-up. The supervision planning stage is carried out by determining the purpose of supervision, determining the schedule, determining the approach or technique, and selecting the supervision instrument. The supervision instruments prepared include the instrument for studying learning devices, studying lesson plans, pre-learning interviews, learning observations, interviews after learning, learning assessments, analysis of supervision results, and follow-up plans and reports on the results of supervision.

The implementation of supervision shows that teachers have participated in socializing the SRA program, most teachers have given children the opportunity to express their ideas, opinions and thoughts freely so that students can develop their potential, training on children's rights and their protection has been given in seminars on children's rights and the implementation of the SRA program but is only carried out once during the program implementation, the school already has sufficient learning infrastructure, students seem still unable to express ideas and opinions so that teachers are still the center of learning, learning is carried out only by transferring knowledge, and community participation is still lacking, for example as a resource persons or other learning resources. Evaluation and follow-up needed are program socialization needs to be improved, learning strategies need to be varied so that upgrading is needed for teachers, training on children's rights and their protection needs to be provided regularly, facilities are added if needed and budget is available, teachers need to motivate students to dare to express ideas and his opinion so that students are active in teaching and learning activities, and cooperation with the community is improved.

Acknowledgments. Thank you to the “MUHAMMADIYAH UNIVERSITY OF SURAKARTA” which has financed the process of publishing this research. Thank you also to the lecturers who have guided so that this research can be completed.

Author contributions. Author1 “planning research, proposing research, inputting research results”. Author234 “assist data analysis, coordinating and also directing”.

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