

Implementation of National Education Standards at MTs Anwaha

Nurul Maulida¹, nurul567733@gmail.com, STAI Rasyidiyah Khalidiyah Amuntai
 Syahrani², syahrani481@gmail.com, STAI Rasyidiyah Khalidiyah Amuntai
 Rusidah³, rusidahdah51@gmail.com, STAI Rasyidiyah Khalidiyah Amuntai
 Siti Rahmah⁴, siti.rhmah0303@gmail.com, STAI Rasyidiyah Khalidiyah Amuntai
 Sri Kamaliah⁵, kamliahsri37@gmail.com, STAI Rasyidiyah Khalidiyah Amuntai

ARTIKEL INFORMATION	ABSTRACT
Received: 2026-04-26	<i>This study aims to analyze the implementation of the National Education Standards at MTs Anwaha, focusing on the application of the eight national education standards, the integration of these standards without compromising the school's unique characteristics, and the promotion of child friendly education. A qualitative approach with a case study design was employed, allowing for an in-depth exploration of institutional practices within a real-world context. Data were collected through in-depth interviews, observations, and documentation, involving the madrasah principal, teachers, educational staff, and students as informants. Data analysis was conducted using the Miles and Huberman model through the stages of reduction, presentation, and drawing conclusions. The research results indicate that MTs Anwaha has comprehensively and integrally implemented the eight National Education Standards in both teaching practices and madrasah management. Furthermore, the madrasah has successfully integrated the national standards without compromising its institutional distinctiveness rooted in Islamic values, as reflected in its religious culture and the character development of students. Additionally, the implementation of the National Education Standards is aligned with child-friendly education principles, evidenced by a safe, participatory, and humanistic learning environment. This study concludes that the success of SNP implementation is determined not only by compliance with standards but also by the madrasah's ability to integrate institutional values and a child-friendly approach. The implications of this study underscore the importance of an integrative model in the development of holistic and sustainable madrasah education quality.</i>
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INTRODUCTION

The National Education Standards serve as the primary benchmark for ensuring the quality of education in Indonesia, encompassing eight standards: graduate competencies, curriculum content, instructional processes, assessment, educational personnel, facilities and infrastructure, management, and funding. The implementation of these eight standards is mandatory for all educational institutions, including madrasahs, as a form of accountability for the quality of educational services. However, in practice, the application of national education standards in madrasahs does not always run optimally due to differences in institutional characteristics, resource constraints, and the demands of integrating Islamic values with national education standards.¹

Real-world challenges in implementing the national education standards in madrasahs have been extensively highlighted in recent research. Studies indicate that the primary obstacles lie in institutional management, limited teacher competencies, and the suboptimal nature of the national standard based quality evaluation system.² Additionally, the implementation of educational management standards in madrasahs often faces obstacles such as a lack of professional training, limited facilities and infrastructure, and the complexity of coordination among stakeholders.³ These conditions indicate that the application of the National Education Standards is not merely

¹ R. Q. Amarullah, R. M. Y. Fadillah, and B. Qomaruzzaman, "Strategi Peningkatan Mutu Pendidikan Islam melalui Penerapan Kebijakan 8 Standar Nasional Pendidikan di Madrasah," *Tarbawi: Jurnal Pendidikan Islam* 20, no. 2 (2023).

² J. Fakhri, Y. Yetri, M. I. Saputra, U. Hasanah, and I. Sugiharta, "Analysis of the Implementation of National Education Standards by Principals of Madrasah Aliyah Negeri," *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah* 9, no. 1 (2024).

³ A. R. Octivani, B. Prianto, and R. Widjajani, "Standards of Education Management in the Quality of Tsanawiyah Madrasah," *International Journal of Advanced Science and Research Engineering* 10, no. 1 (2024).

administrative but also demands managerial transformation and a culture of quality within educational institutions.⁴

On the other hand, current educational challenges are not only focused on meeting formal quality standards but also on creating a safe, inclusive, and learner-centered learning environment. The concept of child-friendly education is one relevant approach to addressing these needs. Research indicates that child-friendly education can foster a comfortable, violence-free learning atmosphere that supports students' character development and psychological well-being.⁵ However, the implementation of child-friendly education in madrasahs still faces various obstacles, such as limited facilities, a lack of understanding among teachers, and suboptimal supervision and parental participation.⁶

Furthermore, studies on the implementation of child friendly madrasah programs indicate that the success of such programs is significantly influenced by the integration of policies, school management, and an organizational culture that supports the protection and fulfillment of children's rights.⁷ However, most studies still separate the analysis of national education standards implementation from child-friendly education, so there are not yet many studies that comprehensively examine the relationship between the two in the context of madrasahs.⁸ In fact, the integration of educational quality and

⁴ A. Nurhasanah et al., "Peran Sistem Penjaminan Mutu Pendidikan dalam Mewujudkan Visi Misi Madrasah," *Jurnal Impian: Jurnal Pendidikan dan Manajemen Islam* 4, no. 2 (2024).

⁵ M. Arbain et al., "Implementation of Child-Friendly School in the Perspective of Islamic Religious Education in Elementary Schools," *Al-Ishlah: Jurnal Pendidikan* 22, no. 2 (2024).

⁶ S. Andriyani and Hamidaturrohman, "Eksplorasi Persepsi dan Praktik Guru dalam Mewujudkan Pendidikan Ramah Anak di Madrasah Tsanawiyah," *Nusantara Journal of Primary Education* 5, no. 4 (2025).

⁷ S. Sohani and M. Umami, "Implementation of Child-Friendly Madrasah Program," *Jurnal Penelitian Pendidikan* 42, no. 2 (2025).

⁸ S. E. Malindo et al., "Implementasi Program Madrasah Ramah Anak di Tingkat Madrasah Aliyah," *Edukatif: Jurnal Ilmu Pendidikan* 6, no. 1 (2024).

a child friendly approach is an urgent need in the development of Islamic education that is adaptive to the challenges of the times.⁹

In this context, madrasahs possess unique characteristics compared to other educational institutions, as they function not only as formal educational institutions but also as institutions for the formation of students' religious and social character. Therefore, the implementation of the SNP in madrasahs cannot be separated from efforts to preserve the institutional distinctiveness rooted in Islamic values and local culture. Previous research indicates that the success of madrasahs in improving educational quality is largely determined by their ability to integrate national standards with institutional identity without losing their distinctive characteristics.¹⁰

Given these conditions, MTs Anwaha becomes an interesting subject of study because this madrasah has comprehensively implemented the eight national education standards while still striving to preserve its institutional distinctiveness and integrate child-friendly education principles into the learning process and madrasah management. This phenomenon indicates an integrative effort that is not only oriented toward meeting national standards but also toward strengthening the madrasah's identity and protecting students' rights. However, how this implementation is carried out in practice, as well as how the integration between the national education standards, the madrasah's distinctiveness, and child-friendly education unfolds within institutional practices, has not yet been thoroughly examined.

This study offers novelty compared to previous research. First, this study examines the implementation of all 8 National Education Standards holistically,

⁹ Nasarudin et al., "Model Manajemen Sekolah Ramah Anak dalam Menanamkan Pendidikan Karakter pada Kurikulum Merdeka," *Jurnal Obsesi* 8, no. 5 (2024).

¹⁰ *Ibid.*

rather than in a piecemeal manner as in prior studies. Second, this study analyzes how national education standards are integrated without compromising the distinctiveness of MTs Anwaha, thereby providing a new perspective in the study of madrasah quality management. Third, this study links the implementation of national education standards with child-friendly education, which has traditionally been studied separately. Thus, this study offers an integrative approach between educational quality, institutional identity, and child protection within a comprehensive analytical framework.

Based on the above, this study aims to analyze the implementation of national education standards at MTs Anwaha, examine the integration of national standards with the madrasah's distinctiveness, and explore the application of child-friendly education in supporting holistic and sustainable educational quality.

METHODS

This study employs a qualitative approach using a case study design to analyze the implementation of national education standards at MTs Anwaha, specifically focusing on the integration of the eight national education standards with the unique characteristics of the madrasah and child-friendly education. The research location was selected through purposive sampling because MTs Anwaha was deemed representative in comprehensively implementing national education standards.

The research subjects included the madrasah principal, teachers, educational staff, and students, selected using purposive sampling. Data were collected through in-depth interviews, observations, and documentation to

obtain information regarding the implementation of national education standards and child-friendly education practices.

Data analysis was conducted using the Miles and Huberman model, which involves the stages of data reduction, data presentation, and drawing conclusions. Data validity was ensured through triangulation of sources and methods, as well as member checking to confirm the validity of the findings.

RESULT & DISCUSSION

Present the results of your work. Use graphs and tables where appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate on why something happened; that belongs in the Discussion.

The results of this study reveal that the implementation of the National Education Standards at MTs Anwaha is not only focused on fulfilling administrative requirements but also demonstrates an integrative effort between national standards, the unique characteristics of the madrasah, and a child-friendly educational approach. The research findings are presented in the following three main areas:

Implementation of the 8 National Education Standards at MTs Anwaha

The research findings indicate that MTs Anwaha has fully implemented the eight National Education Standards within its management system. Regarding graduate competency standards, the madrasah emphasizes not only academic achievement but also the development of students' religious character and moral values. Content and learning process standards are implemented through the integration of the national curriculum with Islamic content, ensuring that learning is contextual and spiritually meaningful.

Regarding assessment standards, teachers use a combination of cognitive, affective, and psychomotor assessments, including evaluations based on religious practices. The standards for educators and educational staff indicate that the majority of teachers have met academic qualifications, although there remains a need to enhance competencies through ongoing training. In terms of facilities and infrastructure, the madrasah has sufficiently adequate facilities, although there are still some limitations that are continuously being addressed.

Furthermore, regarding management standards, MTs Anwaha implements participatory madrasah-based management, involving various stakeholders in decision-making. Financial management is conducted transparently and accountably, supported by various funding sources. Overall, the implementation of the 8 National Education Standards (SNP) at MTs Anwaha has proceeded well, although there is still a need for strengthening in the areas of teacher professional development and the optimization of supporting facilities.

Integrating National Education Standards Without Losing the Unique Character of MTs Anwaha

Research findings indicate that MTs Anwaha has successfully integrated the National Education Standards without compromising its distinct identity as a madrasah grounded in Islamic values. This distinctiveness is reflected in a strong religious culture, such as the practice of worship, regular religious activities, and the integration of moral values into every learning process.

This integration is achieved through a curriculum approach that harmoniously combines general subjects with religious education. Teachers serve not only as instructors but also as spiritual guides who instill ethical

values in every learning activity. Additionally, the madrasah's culture, which emphasizes discipline, courtesy, and camaraderie, remains a defining characteristic even as national standards are strictly enforced.

The results of the observation also indicate that madrasah policies consistently balance the demands of national standards with institutional identity. This is evident in the continued preservation of distinctive madrasah programs, such as religious activities, character development, and the strengthening of Islamic culture. Thus, the implementation of the SNP does not diminish the identity of MTs Anwaha but rather reinforces it as an educational institution with unique strengths.

Integration of National Education Standards with Child-Friendly Education

The research findings indicate that MTs Anwaha has integrated child-friendly education principles into the implementation of the National Education Standards. This is reflected in the creation of a learning environment that is safe, comfortable, and free from violence, both physical and verbal. Teachers demonstrate a humanistic and communicative teaching approach that respects the diverse personalities of students.

In the learning process, students are given the space to actively participate, express their opinions, and develop their full potential. Additionally, the madrasah implements policies supporting child protection, such as monitoring bullying behavior, character development, and strengthening communication between teachers, students, and parents.

The integration of child-friendly education is also evident in the management of a clean, healthy, and learning-friendly school environment.

However, this study also found that there are still challenges in optimizing supporting facilities and enhancing the understanding of all school community members regarding the concept of child-friendly education.

Overall, the integration of the National Education Standards (SNP) and child-friendly education at MTs Anwaha demonstrates that meeting national standards is not only focused on academic quality but also on the well-being and protection of students. This serves as one of MTs Anwaha's key strengths in building a holistic and sustainable education system.

Implementation of the 8 National Education Standards at MTs Anwaha

The research findings indicate that the implementation of the 8 National Education Standards (SNP) at MTs Anwaha is not merely administrative in nature but has been internalized into institutional practices. These findings underscore that the success of standard implementation cannot be measured solely by the completeness of documentation but rather by the extent to which these standards have become an integral part of the madrasah's work culture.¹¹ In this context, MTs Anwaha demonstrates the ability to translate standards into real-world practices, aligning with findings that SNP implementation is significantly influenced by leadership capacity in operationalizing policies into concrete actions on the ground.¹²

Furthermore, the integration among standards is a critical factor in the successful implementation of the SNP at MTs Anwaha. Standards for process,

¹¹ A. Hidayati, H. Sakdiah, and S. Inayatul Aisye, "Manajemen Sarana dan Prasarana dalam Menunjang Prestasi Belajar Anak di Madrasah Tsanawiah Anwaha Marindi," *Jurnal Pendidikan dan Keguruan* 1, no. 8 (2023): 2499-2519.

¹² J. Fakhri, Y. Yetri, M. I. Saputra, U. Hasanah, and I. Sugiharta, "Analysis of the Implementation of National Education Standards by Principals of Madrasah Aliyah Negeri," *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah* 9, no. 1 (2024).

content, assessment, and management do not operate in isolation but rather support one another within an integrated quality system. This reinforces the argument that a sectoral approach to standard implementation is actually one of the causes of low educational quality in madrasahs.¹³ Thus, practices at MTs Anwaha demonstrate that integration among standards is a critical prerequisite for building sustainable educational quality.

On the other hand, the implementation of the SNP at MTs Anwaha also demonstrates a strong quality orientation, where national standards are not viewed as a regulatory burden but as an instrument for strengthening institutional quality. This finding aligns with research stating that an educational quality assurance system will be effective if it can support the achievement of the institution's vision and mission while enhancing public trust.¹⁴ Therefore, the application of the 8 SNP at MTs Anwaha can be understood as an institutional strategy to improve educational quality while strengthening the madrasah's social legitimacy.¹⁵

However, this study also found that the implementation of the SNP still faces challenges, particularly regarding teacher competency development and the optimization of facilities and infrastructure. This indicates that educational quality is a dynamic process requiring continuous improvement. This finding aligns with the view that the implementation of national standards necessitates adaptive strategies and the continuous strengthening of institutional capacity.¹⁶

¹³ A. R. Octivani, B. Prianto, and R. Widjajani, "Standards of Education Management in the Quality of Tsanawiyah Madrasah," *International Journal of Advanced Science and Research Engineering* 10, no. 1 (2024).

¹⁴ A. Nurhasanah et al., "Peran Sistem Penjaminan Mutu Pendidikan dalam Mewujudkan Visi Misi Madrasah," *Jurnal Impian: Jurnal Pendidikan dan Manajemen Islam* 4, no. 2 (2024).

¹⁵ M. Rifki, "Manajemen Sarana dan Prasarana dalam Meningkatkan Efektivitas Media Pembelajaran Siswa-Siswi di Madrasah Tsanawiyah Anwarul Hasaniyyah Kabupaten Tabalong," *Jurnal Pendidikan dan Keguruan* 1, no. 6 (2023): 2040–2054.

¹⁶ M. Elice et al., "Adaptive Strategies in Strengthening Madrasah Quality Management Systems," *Proceedings of International Conference on Education and Social Humanities* (2024).

Integrating National Education Standards Without Losing the Unique Character of MTs Anwaha

One of the key findings of this study is MTs Anwaha's ability to integrate National Education Standards without losing the madrasah's distinctiveness. This finding is significant because, in many cases, the implementation of national standards is often associated with the homogenization of the education system, which has the potential to erode local and religious identities. However, at MTs Anwaha, national standards are instead used as a framework to strengthen institutional identity, rather than replace it.¹⁷

The distinctiveness of MTs Anwaha is evident in the strong religious culture integrated into all educational activities, ranging from learning to social interactions within the madrasah environment. This demonstrates that the madrasah's identity is not merely a symbol but serves as the foundation for the implementation of educational standards. This finding aligns with research stating that the implementation of the National Education Standards (SNP) in madrasahs must be adapted to Islamic values to remain relevant to the institution's characteristics.¹⁸

This integration is also evident in the curriculum, which harmoniously combines general subjects with religious values. Teachers serve not only as educators but also as moral guides who instill ethical values throughout the learning process. This reinforces the finding that integrating religious values

¹⁷ A. Adiyono et al., "Can AI-Optimized YouTube Videos Enhance Islamic Religious Education? A Quantitative Study on Student Learning Outcomes," *Jurnal Pendidikan Agama Islam* 22, no. 1 (2025): 175–194.

¹⁸ R. Q. Amarullah, R. M. Y. Fadillah, and B. Qomaruzzaman, "Strategi Peningkatan Mutu Pendidikan Islam melalui Penerapan Kebijakan 8 Standar Nasional Pendidikan di Madrasah," *Tarbawi: Jurnal Pendidikan Islam* 20, no. 2 (2023).

into the curriculum helps preserve the institution's identity while enhancing the quality of education.¹⁹

Furthermore, the research findings indicate that the distinctiveness of madrasahs actually serves as a factor strengthening educational quality. A strong religious culture fosters discipline, ethics, and a high level of commitment among all members of the madrasah community. These findings support the argument that a values-based institutional identity can serve as social capital in building a sustainable culture of quality.²⁰ Thus, the integration of the National Education Standards (SNP) and the distinctive characteristics of madrasahs are not mutually exclusive; rather, they reinforce one another in educational practice.

Integration of National Education Standards with Child-Friendly Education

The research findings indicate that MTs Anwaha has integrated child-friendly education principles into the implementation of the National Education Standards.²¹ This is evident in the creation of a learning environment that is safe, comfortable, and respects students as the primary subjects of education. These findings indicate that the quality of education is not only measured by academic achievement but also by the quality of students' learning experiences.²²

¹⁹ N. Afiyah et al., "Integrasi Nilai Pendidikan Agama Islam dalam Kurikulum Pembelajaran di Madrasah," *Talimuna: Jurnal Pendidikan Islam* 13, no. 2 (2024).

²⁰ R. Rohaty and M. Sari, "Manajemen Mutu Madrasah Berbasis Nilai Islam dalam Meningkatkan Kualitas Pendidikan," *Jurnal Penelitian Pendidikan Islam* 12, no. 2 (2024).

²¹ A. Khair et al., "Manajemen Sistem Pendidikan dalam Pengaplikasi Teknologi Digital terhadap Pembelajaran Berani pada Madrasah Tsanawiyah Anwarul Hasaniyyah," *Jurnal Pendidikan dan Keguruan* 1, no. 7 (2025): 2200–2215.

²² M. Ikhsan, "Analysis of the Impact of Digital Transformation on Student Learning Outcomes in Islamic Education Subjects at MTsN 6 HSU," *Journal Innovative Practices in Education* 1, no. 1 (2025): 13–21.

The child-friendly approach at MTs Anwaha is reflected in communicative teacher-student interactions, opportunities for student participation, and efforts to prevent violence and bullying. This aligns with research stating that child-friendly education contributes to the creation of a conducive learning environment that supports students' character development.²³ Thus, the integration of child-friendly education is a crucial component in strengthening educational quality at madrasahs.

Arguably, these findings demonstrate that child-friendly education cannot be separated from the implementation of national standards. In fact, a child-friendly approach adds a humanistic dimension to the application of the National Education Standards (SNP), ensuring that standards are not solely focused on academic outcomes but also on student well-being.²⁴ This reinforces the finding that the success of a child-friendly madrasah program heavily depends on the integration of policy, management, and school culture.²⁵

Furthermore, the Islamic values that form the foundation of MTs Anwaha also reinforce the implementation of child-friendly education.²⁶ The principles of compassion, respect for others, and character development serve as the foundation for creating an inclusive and humanistic learning environment. This indicates that child-friendly education can develop optimally when supported by strong religious values.²⁷

²³ M. Arbain et al., "Implementation of Child-Friendly School in the Perspective of Islamic Religious Education in Elementary Schools," *Al-Ishlah: Jurnal Pendidikan* 22, no. 2 (2024).

²⁴ Syahrani, "Manajemen Market Day Santri Anwaha," *ADM: Jurnal Abdi Dosen dan Mahasiswa* 2, no. 3 (2024): 389–398.

²⁵ S. Sohani and M. Umami, "Implementation of Child-Friendly Madrasah Program," *Jurnal Penelitian Pendidikan* 42, no. 2 (2025).

²⁶ A. N. Faradila and D. Sholehah, "Manajemen Supervisi Pendidikan di MTs Anwarul Hasaniyyah," *Jurnal Pendidikan dan Keguruan* 1, no. 6 (2023): 1797–1808.

²⁷ J. Jailani, R. C. I. Prahmana, and S. A. Widodo, "Child-Friendly School Integration in Religious-Based Education Systems," *International Journal of Educational Development* (2025).

However, this study also found that the integration of child-friendly education still faces challenges, particularly regarding the provision of supporting facilities and enhancing the understanding of all madrasah members. These findings emphasize that the implementation of child-friendly education requires both structural and cultural support to function optimally.²⁸

Overall, this discussion indicates that the strength of MTs Anwaha lies in its ability to integrate three key dimensions: national education standards, the unique characteristics of the madrasah, and child-friendly education. Unlike previous studies that tended to examine these three aspects separately, this study shows that the integration of all three is actually the key to building a holistic and sustainable education system. Thus, MTs Anwaha can be viewed as a model of good practice in the implementation of the national education standards that is not only oriented toward formal quality but also toward institutional identity and student well-being.

CONCLUSION

This study concludes that the implementation of the national education standards at MTs Anwaha has been comprehensive through the application of the eight national education standards, which are not merely administrative in nature but have also been internalized into the school's teaching practices and management. The application of these standards demonstrates the integration among the components of educational quality that support the creation of an effective and sustainable education system.

²⁸ S. Andriyani and Hamidaturrohman, "Eksplorasi Persepsi dan Praktik Guru dalam Mewujudkan Pendidikan Ramah Anak di Madrasah Tsanawiyah," *Nusantara Journal of Primary Education* 5, no. 4 (2025).

Furthermore, MTs Anwaha has been able to integrate the national education standards without losing its distinctiveness as a madrasah rooted in Islamic values. This distinctiveness is reflected in its religious culture, the cultivation of moral character, and the integration of moral values into the curriculum and learning processes. This finding indicates that national standards and institutional identity are not mutually exclusive; rather, they can reinforce one another in improving educational quality.

Additionally, the implementation of the national education standards at MTs Anwaha is integrated with the principles of child-friendly education, as evidenced by the creation of a safe, comfortable, and participatory learning environment. This approach adds a humanistic dimension to the application of national standards, ensuring that educational quality is measured not only by academic achievement but also by the overall well-being and development of students.

Thus, this study confirms that the success of implementing National Education Standards in madrasahs is largely determined by the institution's ability to simultaneously integrate national standards, institutional distinctiveness, and a child-friendly educational approach. The integration of these three aspects is key to realizing a holistic, adaptive, and sustainable madrasah education.

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