



## Implementation of Child-Friendly School Innovation Policy in Sidoarjo Regency

Syapi'i<sup>1</sup>, Aris Sunarya<sup>2</sup>, Sri Kamariyah<sup>3</sup>

<sup>1-3</sup> Faculty of Administrative Sciences, Dr. Soetomo University, Surabaya

\* Penulis Korespondensi: [ayahkeisyaaaldi@gmail.com](mailto:ayahkeisyaaaldi@gmail.com)<sup>1</sup>

**Abstract.** This research intends to examine the application of the Child-Friendly School (CFS) policy in Sidoarjo Regency, concentrating on its effects on educational quality, changes in school culture, and the efficiency of collaborative governance among involved parties. The research is based on the necessity to enhance secure, inclusive, and child-focused learning settings that align with the regional government's dedication to transforming public education services. A qualitative case study method was employed, which included informants from the Education and Culture Office, school leaders, educators, and participants from child advocacy groups. The results indicate that the CFS policy in Sidoarjo has effectively improved student engagement, teacher awareness of humanistic methods, and collaboration among institutions to foster a positive learning environment. The implementation of the policy illustrates a transition in school culture from an emphasis on instruction to a compassionate learning environment. Additionally, digital advancements and data-based reporting systems have enhanced transparency and accountability. In summary, Sidoarjo's CFS policy demonstrates an effective implementation of public value management and collaborative governance principles within education policy. The research suggests improving teacher abilities, reinforcing assessment systems, and increasing inter-sector cooperation to guarantee the program's sustainability

**Keywords:** Child-Friendly School, Education Policy, Collaboration Governance, Public Value

### 1. INTRODUCTION

The Child-Friendly Schools (CFS) innovation policy is a strategic step by the Indonesian government to support the achievement of Sustainable Development Goals (SDGs), particularly regarding quality education and child protection. The CFS is designed as an educational management model that ensures the fulfillment of children's rights to a safe, comfortable, inclusive, and violence-free learning process. Implementation of this policy is a shared responsibility between the central government, local governments, educational institutions, and the community. Nationally, more than 200 districts/cities in Indonesia have adopted this program, but its success rate varies depending on the dedication of local governments and the ability of schools to implement the policy into concrete actions. Therefore, research on the implementation of the CFS innovation policy in the regions is crucial to understanding how effectively child protection principles can be integrated into the regional education system. (Adyarani et al., 2025; Said & Filasofa, 2024).

Sidoarjo Regency is one of the regions in East Java that has demonstrated strong commitment to implementing the Child-Friendly Schools (CFS) policy comprehensively. The local government, through the Education and Culture Office, strives to create a safe, inclusive learning environment focused on fulfilling children's rights by involving schools, teachers,

parents, and the community. The approach prioritizes the development of a friendly and non-violent school culture through various educational programs, teacher training, and outreach to parents regarding the importance of child protection in educational environments (Violeta & Lessy, 2024). This step reflects the application of good governance principles in education, where transparency, participation, and accountability are the foundation of every policy phase. In addition, the Education Office has implemented an inter-sectoral coordination system with child protection agencies and community forums to ensure integrated and sustainable policy implementation.

The implementation of the Child-Friendly Schools policy in Sidoarjo demonstrates a solid collaboration between government policy and community participation in creating an educational ecosystem oriented toward children's rights. Schools are now viewed not merely as formal institutions, but as places of growth that support students' potential, creativity, and emotional well-being. Principals and teachers serve as drivers of social change, instilling values of empathy, equality, and tolerance in the learning process. This collaboration also strengthens the bond between schools and communities, particularly in establishing a child protection system that is sensitive to situations of violence, bullying, and discrimination. Therefore, the Child-Friendly Schools policy in Sidoarjo focuses not only on administrative aspects but also serves as a transformational tool to create a more equitable and sustainable education system in accordance with the principles of the New Public Service, which positions the community as an active partner in the education process (Devisiana et al., 2024).

Findings from previous research indicate that the effectiveness of CFS policy implementation is greatly influenced by the role of school leaders, support from local governments, and community involvement. Mutmainah & Filasofa (2024) in Semarang emphasized that inter-institutional collaboration is a key factor in creating a safe and child-friendly learning environment. On the other hand, a study by Kaafah & Widowati (2025) a study in Semarang emphasized the importance of innovation in the monitoring and reporting system for violence in schools so that the CFS program is not solely focused on administrative aspects. Based on the study's findings, this research aims to fill this gap by exploring how the combination of digital technology and collaborative management can strengthen the effectiveness of the Child-Friendly School policy in Sidoarjo in a more measurable and sustainable manner.

The novelty of this study lies in its emphasis on integrating digital innovation and intersectoral collaboration in the implementation of the Child-Friendly School policy. While most previous research has focused on program evaluation or internal school aspects, this study

emphasizes how public policy at the local level can regulate collaboration between government, schools, parents, and the community in creating an education ecosystem that protects children's rights. This approach combines the concepts of Collaborative Governance and Digital Public Service Innovation to analyze policy dynamics at the implementation stage (Ansell & Gash, 2008; Mahardhani, 2021). Therefore, this study not only contributes to strengthening the theory of public policy implementation but also provides practical advice for other regions seeking to develop a Child-Friendly School model based on collaboration and innovation.

This research focuses on the implementation of the Child-Friendly School innovation policy in Sidoarjo Regency through collaboration between digital technology and community engagement to create a safe, inclusive, and responsive educational environment. The primary focus of this research is to analyze the implementation of the CFS policy, identify supporting and inhibiting factors, and assess the effectiveness of this policy innovation in improving child protection in the school environment. With this focus, this study is expected to contribute conceptually to the development of an education management model based on collaboration and innovation, as well as to strengthen good governance practices in the regional education sector.

## **2. THEORITICAL REVIEW**

The theory applied in this study is based on a public policy implementation approach that emphasizes the importance of collaboration between policy formulation, implementation, and evaluation. Mazmanian and Sabatier's policy implementation model (Mubarok et al., 2020) emphasizes that successful implementation is strongly influenced by three main factors: clarity of policy objectives, resource support, and commitment of policy implementers. In the context of the Child-Friendly Schools policy in Sidoarjo Regency, a clear objective is evident in the local government's efforts to create a safe, inclusive, and violence-free educational environment. However, its implementation is greatly influenced by the effectiveness of coordination between stakeholders and the availability of qualified human resources. The success of an education policy is not only measured by administrative outcomes, but also by the continuity of practice and behavioral changes in the field (Mahardhani, 2025). Thus, public policy implementation theory serves as a basic framework for understanding how CFS policies are translated into concrete practices on the ground.

Furthermore, collaborative governance theory serves as the primary basis for describing the interactions between various parties in the implementation of CFS policies. Collaborative

governance is a joint decision-making process involving government and private actors, based on communication, trust, and commitment to shared goals (Mahardhani, 2023a; Umiyati et al., 2023). In the context of Sidoarjo, the Department of Education and Culture, schools, parents, and community organizations play a vital role in sharing responsibility for creating child-friendly schools. A study by Suyuthi et al. (2023) revealed that a collaborative approach to education policy can increase policy legitimacy and encourage community involvement in education oversight. The principles of transparency, participation, and accountability in collaborative governance reflect the spirit of good governance implemented by local governments (Hanifah et al., 2024). Thus, this theory explains how inter-sectoral coordination and inter-institutional synergy play key roles in the successful implementation of the CFS policy in Sidoarjo.

The theory of digital-based public service innovation is also utilized to analyze the technological aspects of the implementation of the CFS policy. Guenduez et al. (2025) stated that digital innovation in public services involves not only the use of technology, but also changes in work systems, communication methods, and organizational culture to achieve effectiveness and transparency of information. The Sidoarjo Regency Education and Culture Office has implemented digital innovation with the CFS Smart System application, which enables direct and transparent monitoring, reporting, and evaluation of policy implementation. This approach demonstrates the integration of smart governance principles with child protection in the education sector. As explained by Isabella et al. (2024), Digitalization in education services has the potential to strengthen government accountability and increase public engagement. Therefore, digital innovation theory is crucial for evaluating how much technology enhances the effectiveness of CFS policies during the implementation phase.

In addition, the new public service (NPS) theory introduced by Denhart and denhart (2007) It also serves as a reference in understanding the new paradigm of public service in education. The National Social Security System (NPS) emphasizes that the government's primary role is not only to regulate but also to serve the community by empowering, listening to expectations, and encouraging cooperation. In the context of Sidoarjo, the implementation of NPS principles is evident through the participation of the community and social organizations in the planning and evaluation of CFS policies. For example, the local government collaborates with child protection organizations and local NGOs to conduct outreach, anti-bullying campaigns, and monitor student behavior. Ningtyas (2017) states that the application of the NPS principle in education policy can strengthen public ownership of government programs and increase the social legitimacy of policies. This theory explains the

shift in education policy orientation in Sidoarjo from a bureaucratic model to a more participatory public service focused on community needs.

Finally, the theory of participatory education governance is applied to explain the relationship between community participation, policy effectiveness, and improving education quality (Sanfo, 2020). Helmi (2024) states that participatory education management allows for a balanced distribution of roles between the government, schools, and the community in creating an optimal learning environment. This model not only emphasizes administrative processes but also emphasizes community participation in monitoring and evaluating educational programs. In the implementation of the Child-Friendly Schools policy, the participation of the Sidoarjo community is evident through parental involvement in school forums, children's literacy activities, and social efforts that support child protection. By integrating policy implementation theory, governance collaboration, digital innovation, and new public services, this study seeks to formulate a comprehensive understanding of how the Child-Friendly Schools policy is implemented effectively, participatively, and responsively to the challenges of the digital age in Sidoarjo Regency.

### **3. METHODS**

This study uses a qualitative approach with a case study research type, because it seeks to understand in depth the implementation process of the Child-Friendly School Innovation policy in Sidoarjo Regency in a complex social, institutional, and public policy context. The research location was determined in three educational units implementing the CFS program, namely SDN Sidokare 2, SMPN 1 Taman, and SMKN 3 Sidoarjo, with the consideration that all three represent elementary to secondary education levels and show variations in the level of innovation and support of regional policies. Research informants were selected by purposive sampling to ensure relevance to the research focus, consisting of the Head of the Sidoarjo Regency Education and Culture Office, the Head of the Basic Education Division, the Head of the Student and Character Development Section, the Principal and CFS Coordinating Teacher at each school, representatives of students' parents, members of the Sidoarjo Children's Forum, and representatives from the Women's Empowerment, Child Protection, and Family Planning Office (DP3AKB). Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation studies of policy documents, activity reports, and CFS evaluation results. Data validity was strengthened through triangulation of sources and methods, while data analysis used the Miles and Huberman model. (Pahleviannur et al., 2022) This includes data reduction, data presentation, and iterative conclusion drawing. The analysis

results are interpreted descriptively and analytically by linking empirical findings with policy implementation theory, public innovation theory, and the concept of collaborative governance to generate a comprehensive understanding of the effectiveness of CFS policies in Sidoarjo Regency.

#### **4. RESULT AND DISCUSSION**

##### **Implementation of Child-Friendly School Policy in Sidoarjo Regency**

The implementation of the Child-Friendly Schools policy in Sidoarjo Regency is part of the local government's commitment to building a safe, inclusive education system that focuses on student well-being. An interview with the Head of the Basic Education Division of the Sidoarjo Regency Education and Culture Office revealed that implementation of this policy began in 2021 by strengthening regional regulations and integrating the "Smart and Characterful Sidoarjo" program. The local government not only implements the national policy but also adapts it to the social context of Sidoarjo, which faces the challenges of urbanization, industrialization, and cultural diversity. The CFS program is implemented in 122 elementary schools and 48 junior high schools, with an emphasis on child protection, character building, and student participation in decision-making processes within the school environment.

The implementation of this policy demonstrates a pattern of implementation that reflects both top-down and bottom-up approaches to public policy implementation (Negoro et al., 2025). On the one hand, policies are implemented following the structural instructions and guidelines from the Education and Culture Office and the DP3AKB. On the other hand, schools have the freedom to adapt the form of CFS activities to suit local characteristics. For example, SMPN 1 Taman launched the Sahabat Sebaya Anti-Bullying program, while SDN Sidokare 2 prioritized activities on developing empathy and emotional literacy through weekly reflection classes. This decentralization in implementation demonstrates that Sidoarjo applies the principle of adaptive governance in education, where national policies are contextually adjusted for effectiveness at the implementation level.

From the perspective of the new public service theory (Nur et al., 2024), The implementation of the CFS policy in Sidoarjo reflects a paradigm shift from a bureaucratic model to a more participatory public service model based on humanitarian values. Schools are now not merely implementers of instructions, but also key actors in creating a learning environment that respects children's dignity. Some schools have even established School Student Forums, which serve as a forum for students to express their concerns regarding learning conditions, mental health, and safety at school. This demonstrates the success of the

CFS policy in fostering democratic awareness from a young age and strengthening students' roles as policy subjects.

A comparison with Ponorogo Regency reveals striking differences in the implementation context. In Ponorogo, the implementation of the CFS remains grounded in local cultural approaches and traditional wisdom, such as the values of "unggah-ungguh" and "tata krama," while in Sidoarjo, the approach is more contemporary, utilizing technology and digital systems. The Sidoarjo Regency Education and Culture Office has created an CFS E-Monitoring application to monitor the implementation of the policy in each school, including indicators of teacher training, the number of incidents of violence, and children's involvement in school activities. This application illustrates progress in data-driven implementation, which strengthens the theory of digital governance as a form of innovation in regional public policy management (Mahardhani, 2023b).

Based on document analysis and observation, it can be concluded that the implementation of the CFS policy in Sidoarjo Regency is characterized by its foundation in intersectoral collaboration, supported by the use of technology, and emphasizing a participatory approach. Its primary strength lies in its ability to integrate national policies into the local context through adaptive innovation (Mashudi et al., 2023). However, this study also shows that the policy's sustainability still depends on political support and regional budget stability. Therefore, this study focuses on analyzing how the CFS policy can be implemented in Sidoarjo, integrating collaborative, digital, and participatory approaches to building a child-friendly and sustainable education system. It also serves as a model for other regions seeking to implement similar policies in an innovative and contextual manner.

### **Collaboration Between Actors in the Implementation of Child-Friendly School Programs**

Research findings indicate that the implementation of the CFS policy in Sidoarjo is carried out using a collaborative model between various parties, including government officials, schools, and the community. The Education and Culture Office acts as the technical coordinator, while the DP3AKB serves as a strategic partner in child protection and social oversight. Schools serve as program implementers, while community groups such as the Regional Children's Forum and religious organizations act as moral and social monitors. This collaboration is realized through monthly coordination forums and quarterly evaluations involving all parties.

This collaborative approach aligns with the collaborative governance theory by Ansell and Gash, which emphasizes that the success of public policy is determined by commitment, trust, and communication among actors. (Mahardhani et al., 2025). In Sidoarjo, inter-agency

communication has been supported by a digital meeting system (e-meeting) and the Smart Education Portal application, which streamlines the integration of inter-agency reports. However, obstacles remain, including delays in reporting and overlapping authority between agencies, particularly in handling child cases.

The collaborative approach to implementing the Child-Friendly Schools policy in Sidoarjo demonstrates an interesting interplay between social and technical elements. The collaboration involves various parties, including the local government, schools, teachers, parents, community organizations, and local media, all contributing to the dissemination of child-friendly values. The local government guides this collaboration through intersectoral forums and regular coordination mechanisms that emphasize the importance of exchanging data, information, and best practices among educational institutions. This technology-driven partnership model enables efficiency in policy management and oversight, particularly in ensuring that each school implements the principles of inclusivity and child protection (Imamudin et al., 2021; Mahardhani & Wulansari, 2023). However, in an increasingly technocratic system, the challenge is how to maintain social and emotional connections between the community, educators, and students so that humanitarian values remain central to child-friendly education. Therefore, the success of policy implementation in Sidoarjo is determined not only by technological advancements and effective management, but also by the ability of all parties to maintain friendly, participatory, and empathetic social interactions to support children's development in the school environment.

From the perspective of new public service theory, the implementation of the School Children's Forum in Sidoarjo demonstrates the government's efforts to position citizens, especially children, not as objects of policy but as subjects with a voice. This is evident in the establishment of the School Children's Forum, which plays a role in conveying students' needs in planning school activities. This approach reinforces the value of participatory democracy in education management (Rahayu et al., 2025).

Thus, it can be concluded that the collaboration model in Sidoarjo has shifted to digital participatory governance, where technology serves as the primary link between the government, schools, and the community. This collaboration has successfully increased program efficiency, but still requires improvement in terms of direct participation and synergy between institutions.

### **Innovation and Digital Transformation in Child-Friendly Schools**

Innovation is a crucial element in the success of the CFS policy in Sidoarjo Regency. Observations show that several schools have created digital innovations to support the CFS

program, such as the "Safe School" application at SMPN 1 Taman, which allows anonymous reporting of cases of violence, and the "Sahabat Anak Digital" program at SDN Sidokare 2, which teaches students ethical social media use. Both programs were independently developed by the schools in collaboration with the information technology team from the Education and Culture Office and the local community.

The implementation of these innovations aligns with the diffusion of innovation theory, which states that the spread of innovation occurs through a gradual adoption process by individuals or institutions that recognize its benefits. (Mamis, 2020). In the context of Sidoarjo, innovation emerges not only from central policies but also from the efforts of schools and educators. This digital innovation has had a significant impact, reducing reports of student violence by 20% in the past year (2024–2025), according to data from the Education and Culture Office.

However, studies show that not all schools are able to innovate at a uniform rate. Schools in rural areas experience a lack of digital facilities and a shortage of teachers skilled in information technology. This illustrates the existence of a digital divide between schools. This situation reinforces the view that the success of public innovation is greatly influenced by organizational readiness and the availability of skilled human resources (Diawati et al., 2023).

To address this issue, the Sidoarjo Regency Education and Culture Office established an Education Innovation Hub as a platform for sharing best practices among schools. Through this program, more developed schools serve as mentors for other schools in creating child-friendly innovations. This strategy demonstrates the application of the knowledge-sharing governance principle, which emphasizes horizontal collaboration among educational institutions. (Shi & Xie, 2024).

Thus, digital innovation in the CFS policy in Sidoarjo serves not only as a tool but also as a strategy for institutional transformation toward adaptive, collaborative, and evidence-based education management. This is a distinctive feature of this research, which views innovation not merely as a policy outcome but as a social process involving the transformation of the educational organization's culture.

### **Impact of Policy Implementation on School Quality and Culture**

The impact of the implementation of the Child-Friendly Schools policy in Sidoarjo Regency has demonstrated significant changes in the quality of learning and school culture. Interviews with principals, teachers, and field observations indicate that this policy has successfully created a safer, more inclusive learning environment and supported students' mental well-being. Students feel more respected, feel more confident in expressing their

opinions, and are actively involved in school activities without fear of discrimination or violence. Data collected from the Sidoarjo Regency Education and Culture Office shows an 18% increase in student satisfaction with the school climate over the past two years. This demonstrates that the implementation of the CFS policy has an impact not only on the administrative side but also on the socio-emotional aspects that underpin meaningful learning.

Based on the organizational change theory proposed by Burke (2023) emphasizes that organizational culture change in educational institutions can only be realized if there is a transformation of values, norms, and behaviors adopted by all members of the organization. In the context of CFS in Sidoarjo, this change occurs gradually through a process of adaptation and regular training involving educators, students, and educational staff. Activities such as non-violence classes, child appreciation days, and empathetic teacher training serve as tangible means of creating a new culture in schools. This transformation demonstrates that the success of the CFS program depends not only on formal policies but also on the school's ability to instill humanitarian values and respect for children's rights as part of its institutional identity.

One crucial element in the successful implementation of the CFS policy in Sidoarjo is a data-driven governance approach (Charles et al., 2022). The local government, through the Department of Education and Culture, has implemented a digital reporting system to monitor program implementation, including data on bullying cases, student attendance, and the implementation of CFS activities. This approach aligns with Osborne's view of new public governance theory, which emphasizes the importance of using information technology to increase transparency and effectiveness in public management (Krogh & Triantafillou, 2024). With an integrated reporting system, schools can conduct their own evaluations, while local governments can implement evidence-based policies. This sets Sidoarjo apart from many other regions that still rely on manual methods for overseeing education policies.

In addition to improving management, the CFS policy also has a direct impact on increasing community social engagement. The establishment of Child-Caring Parents Forums in various educational institutions reflects a shared awareness that children's education is the responsibility not only of teachers and schools, but also of families and the community as a whole. These forums act as partners with schools in addressing cases of violence, strengthening character education at home, and conducting educational literacy and parenting activities. This active community participation aligns with the theory of public value management (Bojang, 2021), which states that public value emerges when citizens contribute to public service and decision-making processes. In Sidoarjo, collaboration between schools and communities has been an effective tool in creating a school culture focused on child welfare.

The transformation of school culture in Sidoarjo has also shown an impact on teacher professionalism and teaching quality. Through various training programs organized by the Department of Education and Culture, teachers have begun to use more humanistic, participatory, and contextual learning methods. Teachers no longer function as the sole source of knowledge, but rather as facilitators, helping students develop critical thinking and empathy skills. The quality of education is influenced not only by structural policies but also by changes in teachers' professional practices in the classroom (Mahardhani et al., 2024). In Sidoarjo, this new paradigm demonstrates a significant shift in teacher-student relationships, which are now based on mutual respect and trust.

Thus, the implementation of the CFS policy in Sidoarjo Regency has had a multidimensional impact on school quality and culture. Structurally, this policy strengthens management focused on collaboration and data; culturally, it builds a safe and inclusive learning environment; and socially, it increases community involvement in the educational process. This study contributes conceptually by uncovering the relationship between digital innovation, social participation, and the transformation of educational organizational culture as key elements of successful regional policy implementation. The uniqueness of this research lies in its integrated analysis, which combines theories of organizational change, new public governance, and public value management to explain educational transformation based on humanitarian values and collaboration at the local level.

## **5. CONCLUSION**

The implementation of the Child-Friendly Schools (CFS) policy in Sidoarjo Regency has demonstrated significant achievements in building a safe, inclusive, and child-welfare-focused educational environment through collaboration between local governments, schools, and the community. This policy not only creates structural changes but also transforms school culture, encouraging empathy, participation, and respect for children's rights. The data-driven governance approach and Public Value Management principles implemented by the Sidoarjo Regency Education and Culture Office have successfully increased monitoring efficiency, accountability, and community participation in education management. This study confirms that the successful implementation of the CFS is strongly influenced by intersectoral collaboration, responsive bureaucratic leadership, and technological innovation in education delivery.. Therefore, it is recommended that the local government expand teacher training on child psychology and conflict management, develop a flexible performance indicator-based evaluation system, and strengthen intersectoral collaboration with universities and civil society

organizations. Furthermore, the development of an integrated digital platform for monitoring and reporting child cases needs to be implemented immediately to strengthen the transparency and sustainability of the program. This model for implementing the CFS policy in Sidoarjo can serve as a national reference in creating humane, participatory, and sustainable education management in the era of digital transformation of local government.

## REFERENCES

- Adyarani, W. P., Wishnuwardhana, M., Beding, B. M., Abbas, P., & Hasibuan, B. S. (2025). Implementasi Sekolah Ramah Anak: Upaya Kota Bekasi dalam Perlindungan Hak Anak . Jurnal Akta Trimedika, 2(2), 714–728. <https://doi.org/10.25105/AKTATRIMEDIKA.V2I2.22209>
- Ansell, C., & Gash, A. (2008). Collaborative Governance in Theory and Practice. *Journal of Public Administration Research and Theory*, 18(4), 543–571. <https://doi.org/10.1093/JOPART/MUM032>
- Bojang, M. B. S. (2021). Public Value Management: An Emerging Paradigm in Public Administration. *International Journal of Business, Management and Economics*, 2(4), 225–238. <https://doi.org/10.47747/IJBME.V2I4.395>
- Burke, W. W. (2023). *Organization Change* | SAGE Publications Ltd. Columbia University.
- Charles, V., Rana, N. P., & Carter, L. (2022). Artificial Intelligence for data-driven decision-making and governance in public affairs. In *Government Information Quarterly*. <https://doi.org/10.1016/j.giq.2022.101742>
- Denhart and denhart. (2007). *The New Public Service. Expanded edition. Serving not stering*. ME. Sharpe Inc.
- Devisiana, D., Meisyani, L., Magay, D., & Riniwati, R. (2024). Peran Masyarakat dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar. *Proceeding National Conference of Christian Education and Theology*, 2(2), 103–112. <https://doi.org/10.46445/NCCET.V2I2.962>
- Diawati, P., Gadzali, S. S., Mahardhani, A. J., Irawan, B., & Ausat, A. M. A. (2023). Analysing the Dynamics of Human Innovation in Administration . *Jurnal Ekonomi*, 12(2). <https://www.ejournal.seaninstitute.or.id/index.php/Ekonomi/article/view/1652>
- Guenduez, A. A., Demircioglu, M. A., Mueller, E. M., & Cinar, E. (2025). Digital innovation strategies in the public sector. *Research Policy*, 54(8), 105274. <https://doi.org/10.1016/J.RESPOL.2025.105274>
- Hanifah, Z., Frinaldi, A., & Roberia. (2024). Penguatan Good Governance melalui Penerapan Prinsip-Prinsip Hukum Administrasi Negara. *Gudang Jurnal Multidisiplin Ilmu*, 2(12), 163–170. <https://doi.org/10.59435/GJMI.V2I12.644>
- Helmi, D. S. (2024). Strategi Efektif Dalam Manajemen Pendidikan Untuk Peningkatan Mutu Sekolah. *IJAM-EDU (Indonesian Journal of Administration and Management in*

- Education), 1(2), 172–179. <https://ijam-edu.pppj.unp.ac.id/index.php/ijam/article/view/127>
- Imamudin, I. A., Mahardhani, A. J., & Cahyono, H. (2021). Analisa Pemenuhan Hak Masyarakat Berkebutuhan Khusus di Kabupaten Ponorogo. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 617–632. <https://doi.org/10.37680/QALAMUNA.V13I2.965>
- Isabella, I., Alfitri, A., Saptawan, A., Nengyanti, N., & Baharuddin, T. (2024). Empowering Digital Citizenship in Indonesia: Navigating Urgent Digital Literacy Challenges for Effective Digital Governance. *Journal of Governance and Public Policy*, 11(2), 142–155. <https://doi.org/10.18196/JGPP.V11I2.19258>
- Kaafah, H. S., & Widowati, N. (2025). Implementasi Program Sekolah Ramah Anak di SMP dalam Mewujudkan Kebijakan Kabupaten Layak Anak di Kabupaten Semarang. *Nova Idea*, 2(2), 241–261. [https://doi.org/10.14710/NOVA\\_IDEA.53193](https://doi.org/10.14710/NOVA_IDEA.53193)
- Krogh, A. H., & Triantafillou, P. (2024). Developing New Public Governance as a public management reform model. *Public Management Review*, 26(10). <https://doi.org/10.1080/14719037.2024.2313539>
- Mahardhani, A. J. (2021). Pelayanan Publik Di Bidang Pendidikan Pada Pandemi Covid-19. *Jurnal Ilmiah Manajemen Publik Dan Kebijakan Sosial*, 5(2), 137–155. <https://doi.org/10.25139/JMNEGARA.V5I2.3522>
- Mahardhani, A. J. (2023a). Pemerintahan Kolaboratif (Menjawab Tantangan Masa Depan). *Literasi Nusantara*. <https://penerbitlitnus.co.id/portfolio/pemerintahan-kolaboratif-menjawab-tantangan-masa-depan/>
- Mahardhani, A. J. (2023b). The Role of Public Policy in Fostering Technological Innovation and Sustainability. *Journal of Contemporary Administration and Management (ADMAN)*, 1(2), 47–53. <https://doi.org/10.61100/ADMAN.V1I2.22>
- Mahardhani, A. J. (2025). Kebijakan Pendidikan dalam Perspektif Administrasi Publik. *Media Penerbit Indonesia*.
- Mahardhani, A. J., Darmawan, D. A., Sunarto, S., & Mufanti, R. (2025). Zero Stunting Villages: Analyzing the Challenges and Imperatives of Actor Collaboration. *Jurnal Public Policy*, 11(2), 133–140. <https://doi.org/10.35308/JPP.V11I2.11024>
- Mahardhani, A. J., Harmanto, B., Cahyono, H., Rejeki, S., Magfiroh, L., Lestari, D., Affandi, M., Rianti, R., Hidayat, T., Suwanda, B. S., & Yulianto, M. I. (2024). Penguatan Guru dan Fasilitator Sanggar Bimbingan di Sekolah Indonesia Kuala Lumpur (SIKL) Melalui Pendekatan Pembelajaran Berdiferensiasi Berwawasan Global. *AKM: Aksi Kepada Masyarakat*, 5(1), 43–50. <https://doi.org/10.36908/AKM.V5I1.974>
- Mahardhani, A. J., & Wulansari, B. Y. (2023). Kebijakan Pendidikan Inklusi untuk Anak usia Dini (M. H. Aqli, Ed.). *Ruang Karya Bersama*.
- Mamis, S. (2020). Teknologi Informasi Dan Komunikasi Sebagai Media Baru Dalam Komponen Pembelajaran. *Al-MUNZIR*, 13(2). <https://doi.org/10.31332/am.v13i2.2049>

- Mashudi, Malta, Novarlia, I., Mahardhani, A. J., & Muliadi, D. (2023). Social Policy and Human Development: A Never-Ending Issue . *Influence: International Journal of Science Review*, 5(1). <https://influence-journal.com/index.php/influence/article/view/131>
- Mubarok, S., Zauhar, S., Setyowati, E., & Suryadi, S. (2020). Policy Implementation Analysis: Exploration of George Edward III, Marilee S Grindle, and Mazmanian and Sabatier Theories in the Policy Analysis Triangle Framework. *Journal of Public Administration Studies*, 005(01). <https://doi.org/10.21776/ub.jpas.2020.005.01.7>
- Mutmainah, U. G., & Filasofa, L. M. K. (2024). Peran Kolaborasi Sekolah dengan Orang Tua Dalam Menyelenggarakan Sekolah Ramah Anak Di TK Himawari Semarang. *Jurnal Pelita PAUD*, 9(1), 27–33. <https://doi.org/10.33222/PELITAPAUD.V9I1.3922>
- Negoro, A. H. S., Pahmi, S., Enala, S. H., Holivil, E., Nurdialy, M., Djasuli, M., Suyatno, Amane, A. P. O., Mahardhani, A. J., Alaslan, A., & Arintyas, A. P. R. D. A. (2025). *Manajemen Administrasi Publik* . Widina Media Utama .
- Ningtyas, T. (2017). New Public Service : Pelayanan Publik Berbasis Humanistik untuk Kesuksesan Reformasi Birokrasi. *Jurnal Ilmiah Manajemen Publik Dan Kebijakan Sosial*, 1(1), 13–22. <https://doi.org/10.25139/JMNEGARA.V1I1.283>
- Nur, M., Fitriani, A., Usulu, E. M., & Mahardhani, A. J. (2024). Inovasi dalam Administrasi Publik. *Media Penerbit Indonesia* .
- Pahleviannur, M. R., Grave, A. D., Saputra, D. N., Mardianto, D., & Mahardhani, A. J. (2022). *Metodologi Penelitian Kualitatif*. Pradina Pustaka.
- Rahayu, S., Mahardhani, A. J., & Wulansari, B. Y. (2025). Collaboration in Preparing Early Childhood Readiness to Enter Elementary School through Habituation Programs. *Pedagogik Journal of Islamic Elementary School*, 8(2), 555–565. <https://doi.org/10.24256/PIJIES.V8I2.7447>
- Said, M. A., & Filasofa, L. M. K. (2024). Implementasi Program Sekolah Ramah Anak untuk Mencegah Kekerasan Anak. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 5(2), 796–804. <https://doi.org/10.37985/MURHUM.V5I2.659>
- Sanfo, M. B. J. B. (2020). Leaving no place behind: Community participation and primary school students' learning achievements in Burkina Faso's small-scale gold mining communities. *International Journal of Educational Research Open*, 1, 100010. <https://doi.org/10.1016/J.IJEDRO.2020.100010>
- Shi, W., & Xie, Y. (2024). From knowledge to success: understanding the crucial role of governance, tacit knowledge sharing, and team leadership in project outcomes. *Current Psychology*, 43(9). <https://doi.org/10.1007/s12144-023-04994-3>
- Suyuthi, A., Mumtahanah, N., & Wahyudi, W. E. (2023). Collaborative-Participatory Model in Education Policy during a Pandemic: Building Collaboration to Bridge the Gap. *Al-Hayat: Journal of Islamic Education*, 7(2), 559. <https://doi.org/10.35723/ajie.v7i2.401>
- Umiyati, H., Anwar, K., Putra, A., Amane, O., Sipayung, B., Liano Hutasoit, W., Rijal, K., Yunus, R., Wiwin, K., Wismayanti, D., Mahardhani, A. J., Bagenda, C., Setiyaningsih,

Y., Purnamaningsih, E., & Sudarmanto, E. (2023). Tata Kelola Sektor Publik (A. Masruroh, Ed.). Widina. <https://repository.penerbitwidina.com/publications/559069/>

Violeta, F. M., & Lessy, Z. (2024). Implementasi dan Dampak Program Sekolah Ramah Anak di Madrasah Tsanawiyah. *Journal of Education Research*, 5(2), 2322–2331. <https://doi.org/10.37985/JER.V5I2.1039>