THE ROLE OF TRANSFORMATIONAL LEADERSHIP
IN THE IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL POLICY

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Abstract	The Implementation of the Child-Friendly School (Sekolah Ramah Anak/SRA) policy is a strategic effort to ensure the fulfillment of children's rights and to create a safe, inclusive, and child-centered educational environment. However, the effectiveness of this policy largely depends on school leadership, particularly the Principal's transformational leadership. This study aims to analyze the role of principals' transformational leadership in implementing the Child-Friendly School policy at SMP Negeri 1 Tegowanu. The research employed a qualitative descriptive approach. Data were obtained from primary and secondary sources involving the Principal, teachers, students, parents, and school committee members. Data collection techniques included in-depth interviews, participatory observations, and documentation studies conducted at SMP Negeri 1 Tegowanu. Data were analyzed using interactive analysis techniques: data collection, data reduction, data display, and conclusion drawing. Data validity was ensured through technique triangulation, source triangulation, and time triangulation. The findings indicate that principals' transformational leadership plays a crucial role in supporting the Implementation of the Child-Friendly School policy through four interrelated dimensions. Inspirational motivation encourages teachers to continuously develop their competencies, significant experiences, and Collaborative Innovation through collaborative problem-solving and the adoption of child-friendly learning strategies. Individualized consideration is reflected in the Principal's attention to individual differences, recognition of achievements, and personalized support for school members. Idealized influence is demonstrated through exemplary behavior, integrity, and strong commitment to child protection principles. The novelty of this study lies in identifying collective decision-making as a key leadership practice that strengthens policy implementation and ensures the fulfillment of children's rights in a non-discriminatory manner.
Keywords	Child-Friendly School Policy, Children's Rights, Educational Leadership, Principal, Transformational Leadership.

INTRODUCTION

The Implementation of Child-Friendly Schools (Sekolah Ramah Anak/SRA) represents a strategic effort to ensure the fulfillment of children's rights within educational institutions (Rangkuti & Maksum, 2019; (Purbonuswanto et al., 202). Ideally, school. Function not only as spaces for academic development but also as safe, inclusive, and humane environments that support students' physical, emotional, and psychological well-being (Chandolia & Anastasiou, 2020; Gámez-Genovart et al., 025). However, empirical realities in Indonesia reveal a growing academic anxiety over the persistence of violence, discrimination, and authoritarian practices in schools, which contradict the fundamental principles of child protection and humanistic Education (Distina 2019; Rina Darwan & Dinda Dwarawati, 2023). Reports from the Indonesian Child Protection Commission (KPAI) show a high number of violence and bullying cases in schools, with thousands of incidents reported annually, indicating a serious gap between educational ideals and student experiences. National surveys further confirm that a significant proportion of students face bullying and unsafe school conditions, underscoring the urgent need for effective leadership in creating child-friendly school environments (kpai.go.id, 2025).

This gap between ideality and reality highlights the need for effective leadership capable of transforming school culture and practices. Theoretically, transformational leadership emphasizes vision, inspiration, intellectual stimulation, and individualized consideration, enabling leaders to motivate organizational members to achieve shared goals and adapt to change. In practice, several recent studies have confirmed that transformational leadership by school principals significantly influences school climate, teacher performance, and the success of educational programs, including child-friendly initiatives (Kareem et al., 2023; Akob et al., 2025; Sheh, 2021). Nevertheless, existing research primarily focuses on policy implementation or general leadership roles, with limited empirical exploration of how the specific dimensions of transformational leadership operate in the Implementation of Child-Friendly Schools at the school level (Harmoni & Bangsa, 2024).

This study addresses this research gap by examining the role of the principal's transformational leadership in implementing the Child-Friendly School program at SMP Negeri 1 Tegowanu. The selection of this school as the research locus is supported by school assessment results, particularly on indicators of school culture, which show a relatively positive climate in terms of safety, inclusivity, and respect for students' rights, as well as its national recognition for implementing the SRA program. By focusing on the practical application of inspirational motivation,

intellectual stimulation, individualized consideration, and idealized influence, this study provides a contextual and operational understanding of how transformational leadership strengthens child-friendly school practices.

The purpose of this study is to analyze how the principal's transformational leadership supports and strengthens the Implementation of the SRA program at SMP Negeri 1 Tegowanu. The significance of this study is twofold. Theoretically, it enriches the literature on educational leadership by integrating transformational leadership theory with child-friendly school implementation. Pragmatically, the findings offer practical insights for principals, educators, and policymakers on developing leadership strategies to foster safe, inclusive, and non-discriminatory learning environments that uphold children's rights.

METHOD

This study employed a qualitative research approach with a descriptive Design to explore in depth the role of the principal's transformational leadership in the Implementation of the Child-Friendly School (Sekolah Ramah Anak/SRA) program at SMP Negeri 1 Tegowanu (Suhermin et al., 2023; Hardani et al., 2020). The qualitative approach was chosen because the research aimed to understand social phenomena, leadership behaviors, and program implementation processes in their natural context (Nurrisa & Hermina, 2025). This study employed a qualitative descriptive approach to examine in depth the role of the Principal's transformational leadership in implementing the Child-Friendly School (Sekolah Ramah Anak/SRA) program at SMP Negeri 1 Tegowanu. Qualitative research was chosen to capture participants' perspectives, experiences, and interactions related to leadership practices and program implementation in their natural context. The data sources consisted of primary and secondary data. Primary data were obtained from selected informants, while secondary data were derived from school documents, policy records, program reports, and other official archives related to the SRA program.

The selection of informants was conducted using purposive sampling, based on their relevance, roles, and direct involvement in implementing the SRA program. The Principal was designated as the key informant due to his central role in policy implementation and leadership practices. Supporting informants included teachers and school committee members who were directly involved in planning and executing SRA activities. Students and parents were selected using criterion-based purposive sampling, with criteria including active participation in SRA-related

activities, representation of different grade levels (for students), and parental involvement in school programs. This sampling strategy was intended to yield in-depth, contextual insights rather than to generalize findings to a broader population. Data were collected through in-depth interviews, participatory observations, and documentation. Data analysis followed an interactive model consisting of data collection, data reduction, data display, and conclusion drawing. To ensure the credibility and trustworthiness of the findings, data validity was established through technique triangulation, source triangulation, and time triangulation.

FINDINGS AND DISCUSSION

Findings

Child-Friendly Schools, one of the flagship programs at SMP Negeri 1 Tegowanu, is a school that consciously strives to ensure and fulfill children's rights in every aspect of life, in a planned and responsible manner. Consequently, schools should be based on the best interests of children, providing appropriate social, physical, and emotional conditions to promote learning and identity renewal.

The environment at SMP Negeri 1 Tegowanu is intended to protect children's rights and help them realize their full potential, both inside and outside of school. The pillars of Child-Friendly Schools are proactive, inclusive, academically adequate and relevant to children's needs, healthy, safe and protective, gender-responsive, and enable family and community participation. The main principles of Child-Friendly Schools at SMP Negeri 1 Tegowanu are non-violence, non-discrimination, and the best interests of children as the primary consideration in every policy, program, and activity, respect for children, participation, accountability, transparency, and culturalization (Alzoraiki et al., 2023a).

The Child Friendly School (SRA) activities at SMP Negeri 1 Tegowanu have objectives, including a) The general aim is to realize the fulfillment of children's rights and child protection for approximately 8 hours at school. Through the school's efforts to make the school clean, safe, friendly, beautiful, inclusive, healthy, beautiful and comfortable., and b) The specific objectives are 1) preventing violence against children and other school residents, 2) preventing children from getting sick due to food poisoning and unhealthy environments, preventing accidents at school caused by infrastructure or natural disasters, preventing children from becoming smokers and drug users, 3) creating good, close and quality relationships between school

residents, facilitating monitoring of children's conditions while in the school environment, 4) facilitating the achievement of educational goals, 5) creating a green and orderly environment, children feel at home in the school environment and finally children are accustomed to positive habits. To present the findings in a systematic and easily comprehensible manner, the Implementation of the Child-Friendly School (Sekolah Ramah Anak/SRA) program at SMP Negeri 1 Tegowanu is summarized in tabular form. The tables below describe both the concrete program components implemented at the school level and the guiding principles that underpin the SRA program's formation and development.

Table 1. Implementation of the Child-Friendly School (SRA) Program
at SMP Negeri 1 Tegowanu

No	Program Component	Description
1.	Greeting Culture	The practice of smiling, greeting, and showing courtesy among all members of the school community fosters a friendly and respectful environment.
2.	Fun Learning Activities	Teachers use ice-breaking techniques during learning activities to create an enjoyable, student-centered classroom atmosphere.
3.	School Pride and Awareness	The integration of up-to-date educational issues to foster students' sense of belonging, love, and pride in their school.
4.	Student Creativity and Participation	Providing space for students to express themselves, participate in school activities, and showcase their creative works in school-organized events.
5.	Child-Friendly Traditional Games	Introducing traditional child-friendly games (e.g., hopscotch, gobag sodor, gangsingan) during the School Environment Introduction (PLS) activities.
6.	Achievement Appreciation	Providing special awards for students who excel in both academic and non-academic achievements.
7.	Talent and Interest Assessment	Conducting assessments to identify and develop students' talents and interests.
8.	Educational Assistance	Facilitating educational support and scholarships for underprivileged students.
9.	Non-Punitive Discipline	Applying consequences aligned with the type of violation instead of punishment, to support character education.
10.	Teacher Capacity Building	Equipping teachers with knowledge and skills related to SRA implementation through workshops and training activities.

Table 1 illustrates the main components of the Child-Friendly School program implemented at SMP Negeri 1 Tegowanu. The data show that SRA implementation is operationalized through daily school culture, classroom practices, and institutional support systems. Activities such as greeting culture, fun learning strategies, and non-punitive discipline reflect efforts to create a safe and enjoyable learning environment. In addition, programs related to creativity development, talent assessment, and educational assistance demonstrate the

school's commitment to inclusivity and the fulfillment of children's rights. Teacher capacity-building activities further indicate that SRA implementation is supported by continuous professional development.

Table 2. Principles Underlying the Formation and Development
of the Child-Friendly School (SRA)

No	Principle	Description
1.	Non-Discrimination	Ensuring every child's right to Education without discrimination based on disability, gender, ethnicity, religion, or parental background.
2.	Best Interests of the Child	Prioritizing the best interests of children in all decisions and actions taken by school administrators and educators.
3.	Life, Survival, and Development	Creating an environment that respects children's dignity and supports their holistic and integrated development.
4.	Respect for Children's Views	Upholding children's rights to express their views on all matters affecting them within the school environment.
5.	Good Governance	Ensuring transparency, accountability, participation, and openness of information in school management.

One of the transformational leadership roles of the Principal of SMP Negeri 1 Tegowanu is intellectual stimulation, which encourages teachers' thinking, creativity, and innovation in implementing the SRA program. In the context of leadership, this refers to the leader's ability to motivate their subordinates to think critically, seek new solutions, and develop innovative ideas that will ultimately make the child-friendly school program a success.

Indeed, we have always been required to teach creatively and innovatively, developing a learning model that is enjoyable for children, child-friendly, and that protects children's rights as objects of Education. Therefore, creativity is essential, and we are motivated by the Principal to develop that creativity independently (Aini & Nuro, 2023); (Arifin & Hanif, 2024) ; (Harlita & Ramadan, 2024).

This is reinforced by observational evidence that grade VII students during thematic learning listened attentively to the teacher. The teacher explained the material to the class using an innovative method: Student Team Achievement Division. The researcher's observation indicates that the teacher also brought teaching materials, suggesting that the learning had been carefully planned. The students listened attentively and engaged in group discussions as directed by the leader, following the steps of the Discover of Learning approach (Observation_IS/19/July/2025).

The existence of teamwork in the form of SRA management structure at SMP Negeri 1 Tegowanu is strengthened by management documents (Doc1/1/July/2025)—the results. Researchers can analyze the results of document searches to determine whether the management of the child-friendly school program at SMP Negeri 1 Tegowanu is complete, starting with the person in charge, namely the Principal himself. There is the SRA team leader and members of the secretary-treasurer, who are then written in SK No. 13/SRA/SMPN 1 Tegowanu/2023 and signed by the Principal (Abdul Rojak et al., 2024). The results of the document analysis show that this management has been an official SK since 2023, meaning it has been in place for 2 years.

Organizational Support for SRA Implementation

Document analysis confirms the existence of a formal teamwork structure supporting the Implementation of the SRA program at SMP Negeri 1 Tegowanu. Official documents indicate that the SRA management structure is regulated by Decree No. 13/SRA/SMPN 1 Tegowanu/2023, signed by the Principal, which designates the Principal as the person in charge, supported by an SRA team leader, a secretary, a treasurer, and members. This structure has been formally implemented since 2023, indicating institutional commitment and continuity in managing the SRA program.

Table 3. Role of Transformational Leadership
in the Implementation of the SRA Program

No.	Leadership Dimension	Empirical Evidence	Interpretation
1.	Inspirational Motivation	The Principal communicates a clear vision during meetings and recognizes teacher and student achievements, increasing participation in training and extracurricular activities.	Motivational practices strengthen commitment and enthusiasm for SRA implementation.
2.	Intellectual Stimulation	Teachers are encouraged to apply innovative and child-friendly learning methods through brainstorming sessions and collaborative discussions.	Leadership fosters creativity and variation in teaching approaches aligned with SRA principles.
3.	Individualized Consideration	The Principal provides mentoring for teachers and personalized support for students facing academic or emotional difficulties.	Individual attention enhances teacher competence development and student well-being.
4.	Idealized Influence	The Principal demonstrates consistency, openness, and commitment to child protection principles.	Exemplary behavior builds trust and reinforces child-friendly school values.

Table 3 shows that the Implementation of the SRA program at SMP Negeri 1 Tegowanu is closely linked to the Principal's transformational leadership practices. Inspirational motivation strengthens collective commitment, while intellectual stimulation encourages innovation in learning. Individualized consideration ensures that both teachers and students receive adequate support, and idealized influence positions the Principal as a role model in upholding child-friendly values. These findings indicate that leadership practices directly shape how SRA principles are operationalized in daily school activities.

Despite the overall positive Implementation, several challenges were identified. Interview data reveal resistance to change among some teachers accustomed to conventional teaching methods, as well as parents' concerns about new child-friendly approaches. In addition, limitations in human resources and in training for optimal adoption of inclusive and innovative learning practices. Although workshops and training sessions have been conducted, informants indicated that more sustained and in-depth capacity-building efforts are required to support SRA implementation overall. The findings demonstrate that the Principal's transformational leadership is central to implementing the Child-Friendly School program at SMP Negeri 1 Tegowanu. Leadership practices not only facilitate program execution but also shape school culture, stakeholder engagement, and the fulfillment of children's rights, thereby directly addressing the research objective of this study.

Discussion

Implementation of the Child-Friendly School (SRA) Program at SMP Negeri 1 Tegowanu

The results of the study show that the principal's inspirational motivation role in the Implementation of Child-Friendly Schools at SMP Negeri 1 Tegowanu is 1) Inspiring for self-development; namely, teachers continue to improve their competencies inspired by the principal create a fun learning pattern for children. 2) Providing motivation. The principal can foster intrinsic and extrinsic motivation among school residents to support the Implementation of SRA. The role of the principal's transformational leadership at SMP Negeri 1 Tegowanu in the inspirational motivation aspect of implementing child-friendly schools aligns with the opinion (Viona Ramifa Reja et al., 2025) that leaders must be able to provide inspiration or a source of inspiration for their subordinates (inspirational). The principal becomes an inspiration for all stakeholders to realize the child-friendly school program.

Another opinion states that a leader must possess four characteristics to exhibit transformational qualities (Julaiha, 2019), one of which is Inspirational Motivation, which involves conveying an attractive vision and using symbols to focus subordinates' efforts. The principal can foster a sense of inspiration in the school environment through the child-friendly school program. The results of this study are in line with the theory that transformational leaders pay attention to the matters and development needs of each follower. Transformational leaders change followers' awareness of problems by helping them view old problems in new ways, and they can excite, arouse, and inspire followers to make extra efforts to achieve group goals.

Transformational leadership is a style of leadership that involves a specific way of influencing subordinates. Thus, subordinates feel trust, pride, loyalty, and respect toward their superiors, and they are motivated to do more than expected (Sari et al., 2022). Transformational Leadership Style states that Transformational leaders make followers more aware of the importance and value of the work and persuade followers to prioritize their own interests for the sake of the organization. To solve problems in the company, a reliable leader is needed to manage their employees so that work runs smoothly. Based on the opinion above, it can be concluded that transformational leadership is a leadership style that motivates and empowers people under their responsibility to work together to realize the vision of the school organization.

The results of this align with those of Adriansyah Kusuma Fikri & Nichla Choirin Attalina (2 "025), Implementation of Child-Friendly Schools in Elementary School Education. The results of the study can be concluded that a) Child-Friendly Schools can be interpreted as schools or educational institutions that consciously guarantee and fulfill children's rights in all aspects of life in a planned and responsible manner, b) Implementation of Child-Friendly Schools (SRA) at Muhammadiyah 16 Surakarta Elementary School has been implemented for students in grades 3-5. Implementation has been exemplary and has met the SRA indicators, though some obstacles remain. Implementation of Child-Friendly Muhammadiyah 16 Surakarta Elementary School has been carried out in a humane, non-discriminatory manner. It has involved innovative teachers, a comfortable learning environment, and actively involving students in every teaching.

The Role of the Principal's Transformational Leadership in the Implementation of the SRA Program

The role of the principal's intellectual stimulation in implementing-friendly SMP Negeri 1 Tegowanu is a) Encouraging teacher creativity in working, this is done by prioritizing new ideas

and concepts for the Implementation of SRA; b) Supporting cooperation between teams. So the Principal is always present and provides support for teamwork in the management of SRA. The role of the principal's transformational leadership at SMP Negeri 1 Tegowanu in the Implementation of the opinion of Handiliani et al. The principal must exhibit behavior that increases followers' awareness of problems and influences them to view issues from a perspective that promotes creativity in their work. This also aligns with Roni Harsoyo's (2022) opinion, who argues that a transformational leader is characterized by the ability to encourage subordinates to solve problems carefully and rationally. Furthermore, this characteristic encourages subordinates to find new, more effective ways to solve problems. In other words, a transformational leader can encourage (stimulate) subordinates to be creative and innovative in implementing child-friendly school programs.

The results of this study align with the characteristics a transformational leader should possess, according to Viona Ramifa Reja et al.: namely, that transformational leaders do not close off ideas or thoughts from their team. Instead, they encourage all team members to participate and communicate openly, fostering creativity at work and helping each member grow. The results of this study align with the character of transformational leadership in an organization, which must uphold several main principles (Monigir et al., 2024): The focus of transformational leadership is primarily on the interests of its subordinates. Transformative leaders strive to uphold ethical values, meaning their attention is also directed toward improving the quality of morality and motivation among the subordinates they lead.

The results of this study are in line with Hambali (2020), Who Reported on the Implementation of the Child-Friendly Schools (SRA) program at the Pilot Schools in Pekunden 01 Elementary School, Semarang City, as an Effort to support the Child-Friendly City Program (KLA). Diponegoro University. ISSN 2597-4661. Research Results 1) The ability of policy in structuring the implementation process of Child-Friendly Schools (SRA) to support the Child-Friendly City (KLA) program is a) There are clear sanctions if there are educators who violate child protection in Education. These an Education the forms of dismissal, transfer, or postponement of their promotion. b) Cooperation between the Education Office and several parties has been implemented well. This can be seen during the collaboration with the Semarang City police, who arrested students when they were about to brawl while carrying sharp weapons.

The results of this study are in line with (Kwan, 2020), Child-Friendly Education: Case Study of SDIT Nur Hidayah Surakarta, Volume. 1, No. 2, July - December 2016. ISSN: 2527-8231. Based on the results of research conducted at SDIT Nur Hidayah Surakarta regarding child-friendly Education, it can be said that child-friendly Education is about creating a child-friendly environment, namely a safe, comfortable, healthy, and conducive atmosphere, accepting children as they are, and appreciating children's potential. Thus, children are no longer objects in Education but are free to be creative in learning with an educational environment full of love. In this regard, child-friendly Education at SDIT Nur Hidayah Surakarta includes: Physically Friendly, Non-Physically Friendly, Learning Activities in the classroom, and Learning Activities outside the classroom

The role of individualized consideration of the Principal in the Implementation of Child-Friendly Schools at SMP Negeri 1 Tegowanu is: a) respecting all school residents; the principal respects all forms of differences of opinion, ideas, and concepts, and provides appreciation for the work and achievements of all school residents. b) Knowing subordinates well individually, the Principal can embrace all stakeholders and receive complaints and grievances personally; c) can overcome problems and obstacles well; all problems in the SRA program are resolved fairly and wisely by prioritizing the principle of deliberation.

The transformational leadership role of the Principal at SMP Negeri 1 Tegowanu is implemented through the school in the area of individualized consideration, aligning with Setyaningsih & Sunaryo's (2021) view that individual attention involves leaders paying attention to their employees, treating them individually, and training and advising them. Leaders encourage employees to be observant of others' abilities. Leaders focus employees on developing personal strengths in implementing the child-friendly school program.

Challenges and Implications of Transformational Leadership in Implementing Child-Friendly Schools

Adapted Considerations: This factor represents leaders who create a supportive climate in which they listen carefully to each follower's needs. Leaders act as coaches and advisors while helping employees truly understand how to implement friendly school programs (Madi Odeh et al., 2023). Stone, Russell, and Patterson explain that Individualized consideration refers to a leader's ability to understand the individual differences of their subordinates. In this context, transformational leaders are willing and able to listen to their subordinates' aspirations and educate and train them. Furthermore, transformational leaders can identify and facilitate their subordinates'

potential for achievement and development. In other words, transformational leaders understand and value their subordinates based on their needs and pay attention to their desires for achievement and development when implementing child-friendly school programs.

The results of this study are in line with the view that the principles for creating effective transformation, namely, the ability to take responsibility for change, are in place. Leaders must be responsive to change without sacrificing trust and the work team that has been built, and they must also know their subordinates and overcome problems in implementing work programs. This aligns with the opinion that the principal must have been able to listen. Able to listen to the opinions of subordinates, so that subordinates are not only given tasks but also listen to what their subordinates have to say.

The results of this study are in line with Widowati's management of Child-Friendly School Programs at Ngupasan State Elementary School, Yogyakarta. Faculty of Education Yogyakarta State University. The results of the study on the SRA program planning include program content planning, financing planning, facilities and infrastructure planning, and SRA program personnel planning. SRA program curriculum planning integrates SRA materials with the text and includes additional resources that support the SRA program. Personnel planning is carried out by forming an SRA development implementation team, namely the SRA task force team and the child protection committee at the school.

The idealized role of the Principal's influence in the Implementation of Child-Friendly Schools at SMP Negeri 1 Tegowanu is; a) Being a role model for the school community; the Principal is at the forefront in the practice of implementing SRA as an effort to provide an example for the school community b) Commitment to joint decisions to jointly make the SRA program a success in the aspects of implementing learning and fulfilling children's rights that are non- discriminatory.

The role of the principal's transformational leadership at SMP Negeri 1 Tegowanu in the aspect of idealized influence (according to Toto Orakrak, 2021) is A transformational leader must be charismatic and able to "enchant" subordinates into reacting according to the leader. In concrete terms, this charisma is demonstrated through behavior that understands the organization's vision and mission, takes a strong stance, is committed and consistent in every decision, and respects subordinates. In other words, transformational leaders become role models who are admired, respected, and followed by their subordinates in implementing the child-friendly school program.

The research aligns with Adriansyah (2025), which asserts the role of the principal is to realize in Principals of Eain Principals. In this study, data were analyzed using the Miles and Huberman model, which includes data collection, data reduction, data presentation, and conclusion. The results of this scientific study show that the principal plays a vital role in making decisions to improve the quality of schools' success cases, such as success cases, and as education-gaining in Chicassey Schools.

The results of this study are consistent with those of Rachmawati et al. (2021) regarding the Implementation of Child-Friendly Education in Madrasahs at MI Tarbiyatul Ulum Batu Malang. The results of the study show that MI Tarbiyatul Ulum, in realizing child-friendly Education, is implementing education-friendly policies, namely the existence of minimum service standards in educational units, anti-violence policies, violence prevention measures, and non-violent disciplinary enforcement measures. (b) Supervising the Implementation of the curriculum, such as the prepared Learning Implementation, which contains elements of violence or includes instruction in the implementation

CONCLUSION

This study concludes that the implementation of the Child-Friendly School (Sekolah Ramah Anak/SRA) policy at SMP Negeri 1 Tegowanu is strongly influenced by the principal's transformational leadership. This leadership is manifested through four key dimensions. Inspirational motivation encourages teachers and school members to improve their competencies and to create enjoyable, child-centered learning practices. Intellectual stimulation enhances teacher creativity and innovation by supporting new ideas and teamwork. Individualized consideration is reflected in the principal's personal attention to the needs of teachers and students and in fair and responsive problem-solving. Idealized influence is demonstrated through exemplary behavior, consistency, and a strong commitment to collective decision-making that ensures the fulfillment of children's rights in a non-discriminatory manner. Overall, these findings affirm that transformational leadership plays a central role in the effective implementation of the Child-Friendly School policy and in fostering a safe, inclusive, and child-centered school culture.

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