Child Friendly School Learning Ecosystem with a Humanist Religious Approach Through Futuristic Learning at Islamic Elementary School

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Abstract

Background & objectives: The implementation of a child friendly school ecosystem through religious habits and a humanist approach highlights the need for research on effective governance to create a safe, comfortable, and character building school environment. This study aims to evaluate the suitability of the learning ecosystem with humanist religious principles, identify strengths and weaknesses, and provide strategic recommendations to improve adaptive and relevant learning.

Method: Using a qualitative method with a case study approach, this research was conducted at SD Muhammadiyah Kleco Yogyakarta. The research followed four main procedures: 1) preparation, including problem identification and instrument design; 2) implementation, involving data collection through observation, interviews, and documentation; 3) analysis, where data was systematically processed and interpreted; and 4) reporting of findings. Informants, including teachers, students, and school principals, were selected through purposive sampling based on their relevance to the research objectives. Data collection involved observation, interviews, and

documentation, followed by descriptive analysis through data reduction, data presentation, and conclusion drawing.

Results: The study found that SD Muhammadiyah Kleco, Yogyakarta, implements child friendly schools through a noncoercive approach, strengthening Islamic character, and teacher-student-parent collaboration. The religious humanist approach emphasizes respectful interactions and moral education.

Contribution of theory: Futuristic learning integrates technology but faces challenges in consistency and infrastructure. Supporting Al-Attas' Islamic Education Theory.

Recommendations: This study recommends further research on technological adaptation and child friendly school policies in Islamic education.

INTRODUCTION

A child-friendly school is an educational environment that prioritizes students' safety, wellbeing, and holistic development (Mangestuti et al., 2022; Marno & Fitriah, 2022; Xiao et al., 2023). It fosters inclusivity, respect, and active participation, ensuring that every child feels valued and supported. Such schools implement non coercive teaching methods, encourage positive teacher-student interactions, and promote moral and character education. In Islamic education, a child friendly school integrates religious values with humanist principles, emphasizing kindness, mutual respect, and ethical behaviour.

A child friendly learning ecosystem is one of the important indicators in realizing inclusive education that respects the rights of every

child (Saidi etal., 2024). Elementary schools, as one of the formal educational institutions that are the foundation for character formation, have a central role in creating a conducive learning environment (Nainggolan, 2024a). At Islamic Elementary School Kleco Yogyakarta (in Indonesia it is called SD Islam Muhammadiyah Kleco, Yogyakarta), the concept of Child Friendly School has been carried out as a concrete step to create a humanist religious based ecosystem.

A learning ecosystem is a dynamic and interconnected environment that enhances education by integrating teachers, students, learning resources, technology, and school culture (Giannakos et al., 2016; Hecht & Crowley, 2020; Railean, 2022). It promotes collaboration, adaptability, and inclusivity, ensuring active student engagement and deep knowledge acquisition. In Islamic education, a learning ecosystem blends religious values, character development, and innovative teaching methods, creating a holistic and nurturing environment. It not only provides academic excellence but also instils ethical and spiritual guidance. This balanced approach prepares students to become responsible individuals, equipped with both intellectual competence and strong moral foundations for personal and societal contributions.

Learning ecosystem research is very important to evaluate the extent to which the school environment can holistically support children's growth and development (Iruka et al., 2020). It includes physical, emotional, social, and spiritual aspects that are integrated into educational practices (Nainggolan, 2024b; Iruka et al., 2020). As a school based on religious

values, Islamic Elementary School Muhammadiyah Kleco, Yogyakarta is faced with the challenge of harmonizing the humanist religious approach with the needs of modern and futuristic learning.

Harmonizing the humanist-religious approach with modern and futuristic learning involves integrating moral and spiritual values with advanced educational methods and technology (Afandi & Ningsih, 2023; Alimova, 2022; Ridwan & Satriawan, 2024). This approach can be helpful in developing students' ethical foundations while providing them with innovative, student centered learning experiences. In an Islamic educational context, it means combining religious teachings with interactive, technology-enhanced instruction that fosters critical thinking, creativity, and adaptability. Schools must balance character-building with digital literacy, ensuring students gain both academic excellence and moral integrity.

This holistic integration prepares learners for future challenges while maintaining their cultural and religious identity. Research conducted by Rahman et al. (2022) in shows that the integration of religious values into technology-based learning not only improves students' spiritual understanding but also forms a strong character. The study concludes that teaching that combines moral values with technology can create meaningful learning, aligned with the needs of the 21st century. This is relevant to the findings at SD Muhammadiyah Kleco, Yogyakarta, where technology is used as a tool to convey religious values interactively.

A child-friendly learning environment, where students have positive interactions with their teachers, can help improve students' emotional wellbeing and learning motivation (Li, 2020). This finding is in line with the practice at SD Muhammadiyah Kleco attention to anti bullying policies and a harmonious classroom atmosphere.

The humanist-religious principle in SD Muhammadiyah Kleco has both strengths and weaknesses. Its strengths include fostering a nurturing and respectful learning environment, promoting character development through religious values, and encouraging collaboration between teachers, students, and parents. This approach enhances students' moral awareness and emotional wellbeing. Recent research by Chusni (2023) highlights that project based learning (PBL) significantly improves students' critical thinking, creativity, and problem-solving skills. Similarly, Junita et al. (2023) found that PBL in Islamic education enhances students' social attitudes and moral development. When combined with humanist religious values, this approach strengthens character formation and prepares students for global challenges. Islamic elementary School Kleco, Yogyakarta has adopted this method, integrating Islamic principles into interactive learning. However, challenges remain in ensuring consistent implementation across all classes, requiring better teacher training, curriculum alignment, and infrastructure support.

Previous research has shown the importance of child friendly education in the context of character development and improving student learning achievement (Rusilowati et al., 2024; Saputri & Hasibuan, 2022;

Syahroni et al., 2022; Toharudin et al., 2018). However, studies that specifically integrate humanist religious concepts in the framework of futuristic learning are still limited. Several studies mention that humanistic approaches can increase student engagement in learning, while religious values become a moral counterweight in the process (Azmi, 2022; Irmayanti, 2021; Salahudin et al., 2018). However, there is still a gap in understanding how these two approaches can be applied harmoniously in the elementary school learning ecosystem. This study aims to fill the research gap by focusing on SD Muhammadiyah Kleco, Yogyakarta, as a case study.

This research investigates the extent to which the learning environment at SD Muhammadiyah Kleco aligns with the values of humanist religious education. It delves into the features of the school's child-friendly learning ecosystem and evaluates how humanist and religious principles are woven into the vision of future-oriented education. The study seeks to offer a well-rounded analysis of this approach—highlighting its strengths, uncovering potential limitations, and assessing its role in fostering a holistic educational experience.

What sets this research apart is its focus on bridging humanist-religious values with innovative learning models to cultivate a supportive and inclusive educational setting at the primary school level (Dahlan, 2020; Dyah Rahmawati & Haryanto, 2022). Specifically, the study examines how closely the current ecosystem at SD Muhammadiyah Kleco, Yogyakarta mirrors these guiding values. It also aims to pinpoint areas of success and concern, while proposing forward-thinking strategies to enhance and future-

proof the school's learning environment. With a field study approach and empirical analysis based on case studies, this research is expected to make a real contribution to the development of a more adaptive, inclusive, and future-oriented learning model.

METHODS

This case study comprised four main stages: 1) the preparation stage, which included problem identification, goal determination, and design of research instruments; 2) the implementation stage, namely data collection in the field through observation, interviews, and documentation; 3) the analysis stage, where the data obtained were systematically analyzed to obtain valid findings; and 4) the reporting stage, in which the research report was written (Kazdin, 1995; Landoll et al., 2022; van Doorn et al., 2021). This approach was chosen because it is appropriate to deeply explore the phenomenon of a humanist religious-based child friendly learning ecosystem in SD Muhammadiyah Kleco Yogyakarta. The research was conducted by focusing on a contextual understanding of the experiences, practices, and values applied in the school environment

This research was conducted at SD Muhammadiyah Kleco Yogyakarta, a school recognized for its strong commitment to implementing humanist religious values. It emphasizes character education, respectful teacher-student interactions, and religious learning. The school integrated moral teachings with modern education to create a holistic and inclusive learning environment. SD Muhammadiyah Kleco Yogyakarta is relevant to

this research as it applies a child-friendly learning ecosystem through a humanist religious approach. The school emphasizes Islamic values, character education, and noncoercive teaching methods. Additionally, it integrates technology in learning, making it a suitable case for studying the balance between religious values and modern education.

The informants involved in the study, including teachers, students, and school administrators, were recruited using purposive sampling technique to ensure relevant data collection. The data in this study were collected using three main techniques: participatory observation, in-depth interview, and document analysis. First, participatory observation was conducted to examine the actual learning ecosystem in schools, using structured observation sheets. Second, in depth interviews with teachers, students, and stakeholders provided insights into their perspectives, guided by a structured interview protocol. Third, documentation analysis involved reviewing school records, curriculum, and activity programs using a checklist. To ensure validity, each method was equipped with specific instruments and guides, allowing systematic data collection and analysis, ensuring accuracy and reliability in research findings (Nguyễn et al., 2023; Pardo-Baldoví et al., 2023).

Data analysis was carried out with a qualitative descriptive approach involving the process of data reduction, data presentation, and drawing of conclusion. Data were analyzed to identify patterns, themes, and relationships that are relevant to the focus of the research (Cowan et al., 2017; Schröder & Cito, 2020). Data validation was carried out through

triangulation of methods and sources to ensure the accuracy and credibility of research results (Kaur et al., 2016; Rönkkö et al., 2022; Zhang & He, 2024).

DISCUSSION

The learning ecosystem at Islamic Elementary School Muhammadiyah Kleco, Yogyakarta

Based on interview with Sr (Teacher), the learning ecosystem at SD Muhammadiyah Kleco Yogyakarta reflects humanist religious principles through various structured indicators. This approach aims to create a child-friendly environment that supports the holistic development of students, including physical, emotional, social, and spiritual aspects. The following is an overview of the important aspects that strengthen the implementation of humanist religious principles Write like this:

Table 1. Implementation of Ecosystem on Humanist Religion in Elementary Schools

Aspects	Implementation at SD Muhammadiyah Kleco	Impact
Child-Friendly Environment	A culture of greetings, greetings, and smiles between teachers and students. A classroom atmosphere that supports student comfort and safety.	Students feel valued and accepted. Increase self confidence.
Strengthening Islamic Values	Pray together before and after lessons. Habituation of Islamic manners, such as praying before meals.	The formation of Islamic character from an early age. Moral values are firmly entrenched.
Non-coercive approach	Teachers use good reminders and provide room for introspection to students who make mistakes.	Reduce students' fears. Increase learning motivation.
Harmonious Relationship	Regular communication between teachers, students, and parents.	Strengthening students' emotional support.

Aspects	Implementation at SD Muhammadiyah Kleco	Impact
Technology Integration	Collaboration programs such as parent meetings and lectures. The use of digital devices for learning. Teacher training in managing technology based on Islamic values.	Increasing educational synergy. Learning is more engaging and relevant. Students are trained with technology.

Reference: (Aseery, 2023; Hokayem & Gotwals, 2016; Shobirin et al., 2024).

Based on the interview data above, this approach is in line with Al-Attas' moral education, which emphasizes the importance of example in character building. Mahfudz (2021) shows that strengthening religious values through daily practice can positively shape student morality. In this context, the habituation of Islamic values at SD Muhammadiyah Kleco, Yogyakarta, reflects the application of a moral education approach that aims to form a strong character in students. This approach is in line with Islamic humanist education, which values the dignity of the individual in the educational process. Research by Zainuddin et al., (2023) shows that a noncoercive approach to education increases students' sense of comfort and allows them to be more motivated in learning. This shows that the humanist religious principles applied in SD Muhammadiyah Kleco, Yogyakarta, are effective in creating a positive and productive learning climate.

Based on Table 1 above, the humanist-religious principle in SD Muhammadiyah Kleco, Yogyakarta, has been applied through a holistic approach that covers all aspects of student life. With a child friendly learning environment, strengthening religious values, a noncoercive approach, harmonious relationships, and technological adaptation, this

school provides a strong foundation for the formation of students' characters who are noble and ready to face future challenges.

Respect for children's rights and dignity is an important element in this ecosystem. Humanist principles place children as unique and valuable individuals, whose rights must be respected. In the context of religious values, this is realized through the interaction of teachers and students who are attentive, polite, and friendly. Show this approach is by the concept of *tarbiyah Islamiyah*, which emphasizes education on the formation of character-based affection. The culture of greetings, greetings, and smiles, which has become a habit in schools, shows an effort to create a safe and comfortable environment for students (Chen & Yu, 2024; Moslimany et al., 2024; Qadri et al., 2024).

The non coercive approach to educating students reflects humanistic principles that respect the child's learning process. Teachers use good reminders, introspection, and dialogue methods more in dealing with student mistakes, rather than applying severe punishment. According to Azis Abdullah, Siswanto Masruri (2019); Özdemir & Selçuk, (2021) this approach is by the pedagogical principles of compassion (ethics of care), which places attention on students' emotional wellbeing. In the context of Islam, this approach is in line with the teachings of the Prophet Muhammad SAW about gentleness in education, as stated in the hadith narrated by Bukhari: "Indeed, gentleness does not exist in something unless it adorns it."

The integration of technology in learning shows innovation based on Islamic values. Schools seek to adapt technology to create relevant learning without neglecting moral and spiritual values. This approach

supports Chernova et al., (2023); Nasralla et al., (2021) opinion on the importance of technological integration in modern education, but in a humanist-religious context, the integration is still based on Islamic moral principles. This allows students to learn in an interesting and up-to-date way while maintaining their Islamic identity.

From an Islamic educational perspective, this approach aligns with the *Tarbiyah Islamiyah* framework, which emphasizes holistic development in cognitive, affective, and psychomotor domains. The Qur'an and Hadith provide a foundation for this child-friendly approach, particularly in fostering *akhlaq* (good character) in education. The Prophet Muhammad (PBUH) emphasized kindness and patience in teaching, as reflected in Surah Al-Imran (3:159): "And by the mercy of Allah, you were lenient with them. And if you had been rude and harsh-hearted, they would have disbanded from you." This verse supports the principle that education should be delivered with compassion and respect for students' individual development (Sumanti et al., 2024; Wibowo & Kurniawan, 2023; Wicaksono, 2016). The following is a model diagram as an overview of the humanist religious child-friendly school ecosystem (figure 2).

It can be seen in Figure 2 above that the child friendly learning ecosystem at SD Muhammadiyah Kleco, Yogyakarta, includes five main elements: positive interaction between teachers and students, a culture of mutual help and cooperation, active participation of students, character education, and religious humanist culture. Positive interactions between teachers and students, as described by Li et al. (2020), play an important role in creating a safe environment and motivating students to learn.

Figure 2. Child-Friendly School-Based Ecosystem Model (Hecht & Crowley, 2020; Hokayem & Gotwals, 2016)

Humanist Religious Approach Through Futuristic Learning in Islamic Elementary School Muhammadiyah Kleco, Yogyakarta

Islamic Elementary School Muhammadiyah Kleco, Yogyakarta utilizes various technology based learning applications, such as gamification and virtual classrooms, to increase student engagement. However, this technology is not only used to teach subjects but also to introduce human and religious values. For example, students at SD Islam Muhammadiyah Kleco Yogyakarta create short digital storytelling videos via Canva about Islamic good characters. They upload their videos to Padlet and give positive feedback to peers, integrating technology to foster religious values, humanistic appreciation, and interactive futuristic learning.

With this holistic approach, SD Muhammadiyah Kleco, Yogyakarta, has not only succeeded in creating students who are intelligent and skilled in the use of technology but also students who have a deep understanding of humanist religious values. This is in line with the broader goal of

education, which is to create a generation that not only excels in science but also has a character that can bring positive changes to society and the nation (Yusof et al., 2024). The following are the elements of the implementation of humanist religious-based child-friendly schools in futuristic learning at SD Muhammadiyah Kleco, Yogyakarta:
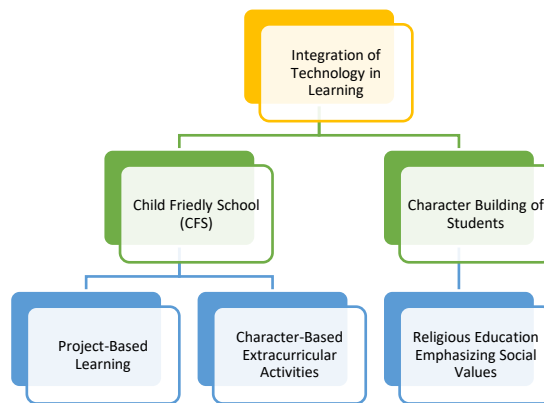

Figure 3. Child friendly school in futuristic learning at SD Muh Kleco, Yogyakarta (Chu et al., 2024; Maisaroh et al., 2024)

Figure 3 shoe like that education in the digital era requires a more holistic approach, where not only academic proficiency is emphasized, but also human and religious values that are important in the formation of student's character (Han et al., 2019; Rosidin et al., 2024). Futuristic learning, which integrates technology and educational innovation, opens up great opportunities for the development of a more adaptive and responsive education system to the changing times (Han et al., 2019; Rosidin et al., 2024).

Abroad, the implementation of humanist religious values in education has become part of the national curriculum in many developed countries (Perbowosari, 2018; PR et al., 2023; Salahudin et al., 2018). In Finland, for example, the education system prioritizes egalitarian values and inclusivity. Project based learning that prioritizes creativity and problem-solving not only hones students' cognitive intelligence but also their character. Religious education in Finland, although more interfaith, teaches students to respect each other's differences and understand the importance of tolerance in diversity. Table 2 is tabulation data related to the implementation of humanist-religious values in futuristic learning in Child Friendly Schools, both in Indonesia and abroad.

Table 2. Implementation of Humanist Religion in futuristic learning in Indonesia and abroad

Aspects	SD Negeri 1 Kleco, Yogyakarta (Indonesia)	Schools in Finland	Schools in New Zealand
Learning Approach	Technology-based learning (gamification applications, virtual classrooms)	Project-based learning that prioritizes creativity and problem-solving	Character-based learning and inclusivity, socio-cultural activities
Integration of Humanist-Religious Values	Islamic religious education that teaches tolerance and mutual respect	Interfaith religious education, focusing on tolerance and inclusivity	Teaching the value of appreciation for cultural and religious diversity
Child-Friendly Schools	Anti-bullying policy, psychological counseling services, extracurricular activities that support character	The school provides a safe space for students, prioritizing student well-being	Student welfare policy with a psychological and social approach
Learning Facilities	Technology- and interactive classrooms, digital libraries	Classes that prioritize collaboration, inclusive educational facilities	A space that supports collaboration, technology to support learning

Aspects	SD Negeri 1 Kleco, Yogyakarta (Indonesia)	Schools in Finland	Schools in New Zealand
Program Evaluation	Increase student engagement, reduce student anxiety levels	PISA demonstrates high academic achievement and student well-being	PISA shows high achievement in academics and student well-being
Educational Outcomes	Increase students' motivation to learn and character development	Students are better prepared to face global challenges, have high social skills	Students have strong character and adaptability to change
Character Development	Extracurricular activities based on human and religious values	Character development through social activities and teaching universal values	Character education through strengthening diversity and sociality

Reference: (Battistin et al., 2024; Ding & Li, 2024).

Table 2 shows how humanist religious values are integrated into futuristic education in each country and school. The learning process in each school has characteristics that prioritize the development of student character, both in religious, social, and welfare aspects, by utilizing technology as the main tool. This rubric considers the impact of learning on students holistically (Badia, 2019; Springfield et al., 2015). Assessment includes improving cognitive ability, and technological skills, and strengthening students' character (Badia, 2019). The results of the implementation of this rubric are expected to provide insight into the extent to which SD Muhammadiyah Kleco, Yogyakarta has combined a futuristic approach with humanist-religious principles to build a child-friendly learning ecosystem. To find out futuristic learning, the implementation of child-friendly schools in futuristic learning at SD Muhammadiyah Kleco, Yoyakarta. The researcher made a rubric in the form of a table below:

Table 3. Futuristic Learning Rubric at SD Muhammadiyah Kleco, Yogyakarta

Assessment Aspects	Assessment Indicators	Level 4 (Very Good)	Level 3 (Good)	Level 2 (Enough)	Level 1 (Less)
Use of Technology in Learning	Technology is used to increase student engagement and support humanist-religious values.	Technology is applied to the maximum, relevant, and supports religious values consistently.	Technology is well applied but inconsistent across all learnings.	The technology used is limited to certain materials.	There is no use of technology in learning.
Integration of Humanist-Religious Values	Learning integrates Islamic values, prayer, and moral reflection that are relevant to the material.	Humanist-religious values are fully integrated at every stage of learning.	Religious values exist but have not been fully integrated.	Religious values are only inserted in some parts of learning.	There is no integration of religious values in learning.
Child-Friendly Classroom Environment	Interaction between students and teachers and the classroom atmosphere support an appreciation of differences and cooperation.	The classroom environment is completely child-friendly with a humanist approach and high motivation.	The classroom environment is quite supportive but not entirely child-friendly.	The classroom environment lacks support cooperation and empathy.	There is no effort to create a child-friendly environment.
Teachers' Creativity in Learning Design	Teachers design learning that is inclusive, technology-based, and student-centered.	Teachers show high creativity in designing innovative and student-centered learning.	Teachers are quite creative but the learning design is not yet fully innovative.	Teachers show limited creativity in learning design.	There is no creativity in learning design.

Assessment Aspects	Assessment Indicators	Level 4 (Very Good)	Level 3 (Good)	Level 2 (Enough)	Level 1 (Less)
Linkage to 21st Century Competencies	Learning develops 21st-century skills such as collaboration, creativity, and digital literacy.	Learning fully supports the development of 21st-century skills and relevance to religious values.	21st-century competencies are sufficiently developed but inconsistent.	21st century skill development is limited.	There is no 21st-century skill development.
Holistic Impact on Students	Improvement of cognitive ability, technological skills, and strengthening of students' character.	Students show significant improvement in all aspects holistically.	The improvement is quite visible but not evenly distributed in all aspects.	Improvements are limited to certain aspects only.	There is no significant improvement.

Reference: (Farikah, 2019; Maisaroh et al., 2024; Marno & Fitriah, 2022a).

The findings of this study align with the core principles of Islamic education, particularly the concept of *Tarbiyah Islamiyah*, which emphasizes the holistic development of both the soul (*nafs*) and intellect (*aql*). This dual focus reflects the Quranic command "*Iqra*" (read), which calls for the pursuit of knowledge as a spiritual and rational endeavor. The child friendly school model explored in this research fosters not only cognitive skills but also moral and emotional growth, supporting an integrative educational approach. Thus, the model contributes meaningfully to Islamic pedagogy by bridging academic excellence with spiritual and ethical development in children.

Table 3 indicates that SD Muhammadiyah Kleco successfully integrates humanist religious values—such as prayer, moral reflection, and

Islamic manners—into technology-based learning. This approach aligns with Islamic teachings that emphasize seeking knowledge, adapting to change, and promoting *maslahah* (benefit) by using technology to support moral and educational development.

CONCLUSION

The study reveals that SD Muhammadiyah Kleco, Yogyakarta has successfully implemented a Child Friendly School Learning Ecosystem by integrating humanist religious values into daily practices. Key characteristics include a culture of greetings, collective prayer, and character education, fostering a safe and inclusive environment. The Religious Humanist Approach is evident in compassionate teacher-student interactions, while Futuristic Learning is applied through limited technology use. However, challenges persist, such as inadequate infrastructure, inconsistent technology integration, and the need for teacher training. The study contributes to Islamic Education Theory, particularly *Tarbiyah Islamiyah*, which emphasizes the development of both *nafs* (soul) and aql (intellect). This approach is based on the Quranic concept of "*Iqra*" (read) Despite its value, the study's focus on a single school limits generalizability. Future research should explore Child Friendly School models in diverse contexts and optimize technology integration while maintaining religious humanist values.

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