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Human-Centric Approach Strategy: Analysis of Principals' Individualized Consideration of the Learning Environment's Safety Climate

Fathimah, Ngurah Ayu Nyoman Murniati*, Supandi

Manajemen Pendidikan, Pascasarjana, Universitas Persatuan Guru Republik Indonesia Semarang, Semarang, 50125, Indonesia

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* Corresponding author:

E-mail: ngurahayunyoman@upgris.ac.id

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ABSTRACT

This study aims to identify and analyze teacher competencies in designing personalized learning in the digital era. Using the Systematic Literature Review (SLR) method based on the PRISMA model, this research reviewed 35 scientific articles published between 2020 and 2025 related to teacher competence, pedagogical design, and personalized learning. Content analysis revealed four major dimensions of teacher competence: pedagogical competence, technological competence, assessment and reflective competence, and socio-emotional and innovative competence. The findings indicate that effective personalized learning requires the integration of understanding students' learning profiles, the use of adaptive and AI-based technologies, formative and reflective assessment practices, and the creation of empathetic and inclusive learning environments. The study implies that educational management plays a strategic role in developing continuous professional development policies to strengthen teachers' digital literacy, reflective capacity, and pedagogical innovation. It is recommended that teacher training programs and performance management systems be optimized to support the effective implementation of personalized learning in schools.

1. Introduction

Education is essentially a process of humanizing people. In elementary schools, the learning environment should not only be a place for transferring knowledge but also a "second home" that ensures physical and psychological safety. Ideally, the principal, as an instructional leader, must be able to create a stable, safe climate through a human-centric approach. The success of an educational unit in achieving the highest quality depends heavily on the effectiveness of Transformational Leadership. As emphasized by Amanah & Rohman (2024) and referring to the classic theory of Bass & Avolio (2020), school leaders should not only focus on

administrative achievements but also be able to provide Individualized Support or personal support to teachers. This support is the foundation for creating a humane work climate, where each educator feels uniquely valued, ultimately fostering loyalty and optimal professional performance.

In the context of schools in rural and suburban areas, ideal leadership is one that integrates a Humanistic approach. Gunawan (2022) emphasizes that leaders must view school members as whole human beings with emotional needs. This aligns with efforts to build Psychological Safety in the school environment. According to Hadi (2025), schools should be spaces where teachers and students feel safe to innovate and admit mistakes without fear. This psychological safety has been empirically proven to mitigate the decline in the safety climate score on the Education Report Card (Fahmi et al., 2023). The desired condition is empathetic two-way interaction with a safe learning environment characterized by low levels of bullying, high levels of mutual trust, and consistent emotional support (Prasetyo et al., 2023). In implementing the Independent Curriculum, the role of the principal should transform into an adaptive mentor and facilitator. Mulyasa (2023) emphasized that leaders must be able to respond to Education Report Card data with policies centered on well-being. There should be a consistent positive correlation between the principal's personal support and improved teacher well-being (Nugroho et al., 2023), which then escalates into the creation of a safe and inclusive learning environment (Prasetyo, 2023).

Many school leaders are caught up in meeting document targets (POAC) while neglecting human-centric aspects. Individual attention is often neglected due to heavy workloads, resulting in minor conflicts within the school environment often going undetected and escalating into more serious security climate issues (Suryani & Hartanto, 2025). At SDN 2 Ketangirejo, the geographic challenges and socioeconomic backgrounds of students' parents demand a more personalized approach, but its implementation has not been systematically documented and measured within a scientific framework. According to adaptive leadership theory, a leader must be able to regulate the "heat" within an organization; not too cold to stagnate, and not too hot to explode (Heifetz et al., 2021). In the context of a security climate, the principal's individualized attention serves as a safety valve. When the principal provides personal support to teachers, teachers will feel appreciated and tend to transmit this sense of security to students (Wibowo, 2024).

An analysis of the physical condition and school safety climate indicates that SDN 2 Ketangirejo faces a dual challenge: limited infrastructure and efforts to improve the stability of the educational environment. Physically, the school suffered significant damage from a typhoon in late 2023, which destroyed two classrooms. This lack of adequate facilities directly poses a risk to the comfort and physical safety of the school community. However, the school's geographical location in a rural area offers distinct advantages. The low crime rate in the surrounding area serves as a supporting pillar, creating a sense of security for students, compensating for the limited infrastructure.

The achievement of priority indicators in the 2023-2024 Education Report Card showed a drastic increase, evident in the Bullying Experience (D.4.4) indicator, which jumped to 88.20 and the Physical Punishment Experience (D.4.6) indicator, which reached 85.73. This reflects the success of the school's program in significantly minimizing acts of violence in the learning environment. The psychological well-being of both teachers and students has improved. Teachers recorded a higher score, reaching 78.59, indicating a supportive and increasingly positive work environment despite limited facilities. Teachers' understanding of the dangers of smoking, alcohol, and drugs increased sharply to 81.97, demonstrating the educators' commitment to providing role models and protecting students. However, there was a slight decline in the indicators for teachers' understanding of sexual violence (D.4.7) and experiences related to sexual violence (D.4.8). This is an area that requires special attention in future program planning.

Curriculum changes and shifts in the educational paradigm require flexibility and a high level of psychological safety for all school members. Without a strong climate of safety, learning innovation is impossible. Second, the declining trend in teacher and student psychological well-being in the post-pandemic era requires leadership interventions that focus more on affective aspects. SDN 2 Ketangirejo has unique characteristics as a representative public school in a developing sub-district, where social dynamics are highly dynamic. The principal's failure to implement human-centric strategies can lead to a decline in the quality of the school's education report, particularly in indicators of diversity and security climate (Santoso, 2022). This research is crucial for providing an empirical model of how small individual attention can have a significant impact on school security stability.

This study aims to analyze in-depth the human-centric strategies implemented by the principal through the dimension of individualized consideration. Specifically, this research aims to uncover how personal dialogue, specific motivation, and recognition of individual character by the principal can reduce the risk of security disturbances and improve the quality of the learning climate at SDN 2 Ketangirejo. Transformational leadership through the dimension of Individualized Consideration offers a human-centric approach that prioritizes the needs, aspirations, and psychological well-being of each school member. Through this approach, the principal is expected to act as a mentor, motivating teachers to transform their personal well-being into professional empathy. Based on this premise, this research is urgently needed to explore how a human touch in leadership can reconstruct a more inclusive and supportive learning environment.

2. Methodology

This research employs a qualitative approach with a descriptive case study design. This design was selected to explore the contemporary phenomenon of how human-centric strategies, specifically the Individualized Consideration dimension, are implemented by the principal to shape the safety climate at SDN 2 Ketangirejo. Research Instrument and Presence In this qualitative study, the researcher serves as the primary instrument. To maintain objectivity while capturing natural

interactions, the researcher's presence at SDN 2 Ketangirejo was conducted in a participatory-passive manner. This allowed for in-depth interviews, direct observations, and documentation collection without distorting daily school activities.

Research Setting and Informants The research was conducted at SDN 2 Ketangirejo, Grobogan Regency. This location was selected through purposive sampling, representing a suburban school actively optimizing its Education Report Card (Rapor Pendidikan). Informants were selected via purposive sampling, consisting of The Principal (Key Informant); Four teachers (Lower and upper grade representatives); The Head of the School Committee; and Six students (to confirm the perceived safety climate).

Integration of Education Report Card Data To ensure methodological consistency, data from the Education Report Card on safety climate aspects were treated not merely as static scores, but as contextual indicators. These quantitative data were analyzed through pattern matching, where the researcher compared the "safety climate" scores with the qualitative findings from interviews and observations. This process aimed to verify whether the principal's human-centric strategies (theoretically) align with the empirical improvements shown in the report card.

Data Collection and Analysis Data were gathered through in-depth interviews, participant observation, and documentation studies. The analysis followed the Miles, Huberman, and Saldana interactive model: data collection, data condensation, data presentation, and conclusion drawing. **Data Validity** To ensure trustworthiness, the researcher applied triangulation of sources (comparing perspectives from the principal, teachers, and parents) and triangulation of methods (cross-referencing interview results with Education Report Card patterns). Member checking was also performed to verify that the informants' perspectives were accurately represented.

3. Results and Discussion

Result

The data collection process was carried out over a period of three months to ensure a comprehensive understanding of the school's dynamics. The researcher conducted participant-passive observations during school hours, particularly during morning greetings and break times. Document reviews focused on the 2023–2024 Education Report Cards to identify gaps between quantitative scores and field realities. Finally, in-depth interviews were conducted in a semi-structured format, allowing informants to speak freely in a comfortable setting (the principal's office, the teacher's lounge, or the school garden for students) to ensure data authenticity and psychological safety.

SDN 2 Ketangirejo, with 198 students and 8 teachers, faces a dual challenge of social stability versus infrastructure degradation. Observations reveal a striking

contradiction: while the socio-emotional climate is exceptionally warm—characterized by a strong culture of daily greetings—the physical infrastructure is in a state of crisis. Following a typhoon in late 2023, two classrooms collapsed, leaving only three out of seven rooms in good condition. This physical instability directly correlates with the "anxiety" expressed by students during heavy rain, highlighting that a "Safety Climate" is not merely social but deeply structural.

Document reviews of the 2023-2024 Education Report Card show a significant quantitative increase in the Safety Climate Indicator (D.4), rising from 68.02 to 75.99. The qualitative data confirms this "pattern": the high scores in "Bullying Experience" (88.2) and "Corporal Punishment" (85.73) reflect the principal's successful implementation of non-violent discipline. However, the stagnation in "Student Psychological Well-being" (69.69) aligns with the interview findings regarding infrastructure-related anxiety. Furthermore, the slight decrease in "Teacher Understanding of Sexual Violence" (63.13) indicates a need for more individualized coaching in specific pedagogical competencies. Interviews revealed that the principal employs a "measured, family-like" approach to bridge the gap between poor facilities and high educational goals. The principal's Instructional Leadership (D.3), which rose to 55.08, is manifested through personal dialogues and "non-judgmental" classroom visits, which teachers reported as a key factor in their professional sense of security. The following table 1 summarizes the key inquiries used during the interview process to explore these dimensions:

Table 1. Interview Instrument Guidelines

| Informant | Focus Dimension | Key Interview Questions |
|------------------|--|--|
| Principal | Individualized Consideration and Crisis Management | <ol style="list-style-type: none"> How do you personally support teachers who struggle with motivation due to facility limitations? What specific steps did you take to maintain student morale after the 2023 classroom collapse? |
| Teachers | Safety Climate and Professional Support | <ol style="list-style-type: none"> How does the principal provide feedback on your teaching without making you feel pressured? What changes have you noticed in student discipline since the implementation of the new safety protocols? |
| Students | Perceived Safety and Well-being | <ol style="list-style-type: none"> Do you feel safe and happy playing in the school area? Why or why not? What do you usually do or feel when it rains heavily while you are in class? |
| School Committee | Transparency and Partnership | <ol style="list-style-type: none"> How does the school involve parents in handling infrastructure emergencies? |

2. How do you perceive the principal's openness regarding school challenges?

The School Committee praised the principal's transparency, noting that being involved in emergency solutions fostered deep trust. Teachers felt empowered by the principal's individualized attention, which reduced their burnout. Meanwhile, students confirmed that while they love the communicative interaction with their teachers, their sense of safety is still physically compromised. This suggests that while "Individualized Consideration" has successfully fortified the school's social fabric, physical rehabilitation remains a critical prerequisite for a holistic safety climate.

Discussion

Research Findings

The research results show that the implementation of the Individualized Consideration strategy by the principal of SDN 2 Ketangirejo plays a crucial role in maintaining the emotional stability of the school community despite physical limitations. This finding aligns with transformational leadership theory, which emphasizes the importance of paying attention to the unique needs of individuals. In this context, the principal acts not only as an administrative manager but also as a mentor, providing emotional support to teachers affected by the extra workload resulting from class consolidation. This aligns with Bass & Riggio's (2006) view that Individualized Consideration creates a supportive environment for growth through meaningful task delegation and personalized guidance.

An important note emerged in the interpretation of the 2023-2024 Education Report Card data. Quantitatively, the jump in the Security Climate indicator (D.4) from 68.02 to 75.99 suggests systemic success. However, through a qualitative approach, a "perception gap" was identified between social and physical security. The improvement in scores on the sub-indicators of bullying experiences (88.2) and corporal punishment (85.73) reflects the principal's leadership success in building a welcoming culture and positive discipline. However, pattern matching revealed the stagnation in students' psychological well-being scores (69.69) confirmed by interview results, which indicated students' anxiety during heavy rain due to the trauma of a collapsed building. This finding confirms that the climate of safety is not a single entity; it is the result of a dialectic between psychosocial factors (managed through Service Excellence and leadership) and physical factors (infrastructure). As stated in the School Environment Branding concept, space is the "third teacher," providing a sense of security both visually and structurally.

The principal's strategy of equitably redistributing space and openness to the School Committee demonstrates that a reputational crisis resulting from damaged infrastructure can be mitigated through transparency. By humanizing teachers and students through personal dialogue, the principal successfully maintained stakeholder trust. The role of parents as strategic partners, as seen in the activities

of the School Committee, strengthens the argument that the community is the primary bulwark of a school's brand during a crisis. This aligns with the principle that strong community engagement (Community Branding) can create a positive narrative that offsets an institution's physical shortcomings.

Overall, this study demonstrates that an effective Individualized Consideration strategy can convert limited inputs (damaged infrastructure) into socially superior outputs (reduced violence). However, to achieve a perfect Education Report Card score, school resource management must be able to synergize aspects of servant leadership with continuous physical improvements. Striking a balance between the "human touch" and "facility adequacy" is key to building a resilient school identity in an era of disruption.

RHC Solution Model: Human-Centric Approach Strategy

Based on observations, document reviews, and in-depth interviews, a Human Approach Strategy model was developed to implement the Principal's Individualized Consideration role in creating a safe learning climate. The Resilient-Human-Centric (RHC) model was developed to address physical challenges (collapsed classrooms) by strengthening social capital. This model has three main pillars: Micro-Coaching Sessions, Appreciative Inquiry on Discipline, and Parent-Leader Partnership. This model is supported by research by Masten & Motti-Stefanidi (2022), which states that school resilience depends not only on physical facilities but also on adaptive systems driven by supportive leadership. Schools with leaders with high individualized consideration scores are able to maintain academic achievement even during emergencies (natural disasters/building damage).

The model also focuses on reinforcing positive behaviors. A recent study by Hassan et al. (2024) found that leadership demonstrating individualized consideration significantly reduced the intensity of bullying in middle and elementary schools. The principal's personal attention creates a "Sense of Belonging" that makes students feel cared for positively, rather than authoritarily. This explains why the safety index at SDN 2 Ketangirejo has risen despite limited facilities. According to Pramono & Wahyudi (2023), principals in suburban and rural areas must understand that individualized consideration transforms into "Differentiated Leadership," leaders who understand the dual burden of teachers (professional and social). Personal dialogue that touches on the domestic/social sphere of teachers in rural areas has been shown to increase loyalty and reduce teacher stress levels, which directly correlates with an increase in the Teacher Wellbeing indicator (D.4.2).

A drastic increase in experiences of bullying (D.4.4) and corporal punishment (D.4.6) indicates increased reporting or awareness. Chen & Zhang (2025) emphasized in their study that transformational leaders create "psychological safety" that encourages students to speak up. High achievement scores often indicate students feel safe reporting incidents, not that they have simply disappeared. This is a sign of a healthy safety climate. The RHC model combines empathy with data. Research by Wulandari et al. (2024) found that the synergy

between the principal's humanistic approach and the use of the Education Report Card resulted in more targeted school policies (evidence-based empathy). Principals who are able to communicate data figures into personal motivational narratives for teachers are more successful in implementing continuous improvement.

The Individualized Consideration dimension requires principals to treat each teacher and student as individuals with unique needs. In the RHC model, when school infrastructure is damaged (such as two collapsed classrooms), the principal uses a personal approach to reduce anxiety within the school community. Principals not only focus on building repair requests, but also frequently attend individually to ensure teachers remain psychologically safe while teaching in the emergency room. This prevents a decline in motivation that could lead to neglect of student behavior (such as bullying).

The RHC model emphasizes Micro-Coaching Sessions, a direct manifestation of Individualized Consideration. Principals can identify potential conflicts between students or pent-up teacher work stress. Chen & Zhang (2025) noted that psychological safety built through personalized attention allows the school community to "speak up" (student and teacher voice) regarding security threats before conflicts erupt. Principals do not provide general instructions about "child-friendly schools," but rather provide reinforcement tailored to each teacher's character and the school's circumstances.

In rural areas like Ketangirejo, security risks are often influenced by factors outside the school (such as family parenting styles). The RHC model utilizes the Parent-Leader Partnership pillar, which is based on recognizing individual characteristics to mitigate security risks. Principals who know students' family backgrounds personally can implement more precise interventions. This creates a "safety belt" that applies not only within the classroom but also to the learning environment as a whole. Based on the description above, the RHC Model implementation matrix was compiled, as shown in Table 2.

Table 2. RHC Implementation Matrix

| Dimensions of Individualized Consideration | Pillars in the RHC Model | Outputs on a Climate of Safety |
|---|---------------------------------|---|
| Listening & Empathy | Micro-Coaching Sessions | Creation of Psychological Safety (Students/Teachers feel emotionally protected). |
| Personalized Support | Resilience Building | Teachers are still able to manage classes positively despite limited physical facilities. |
| Developmental Orientation | Appreciative Inquiry | Reduction in bullying incidents due to a focus on developing prosocial behavior. |
| Individualized Feedback | Data-Driven Empathy | Improvement in Education Report Card scores (D.4.1 - D.4.10) through targeted actions. |

4. Conclusion

Based on the results of data analysis and discussion, it can be concluded that the principal's Individualized Consideration dimension is a key determinant in maintaining the stability of the school's security climate amidst the infrastructure crisis. The implemented human-centric strategy has proven effective in closing the gap in physical security (after the collapse of two classrooms) by strengthening psychological safety. This is confirmed by the surge in the Security Climate Index (D.4) from 68.02 to 75.99, as well as a significant increase in reporting experiences of bullying and corporal punishment, indicating the growing courage of school residents to speak up. The Resilient-Human-Centric (RHC) model developed addresses the research objectives through three main pillars: Micro-Coaching Sessions for teacher stress reduction, Appreciative Inquiry for strengthening students' prosocial behavior, and Parent-Leader Partnership as a security risk mitigation in rural areas. This approach has successfully created a "measured family" culture that positions the principal as a mentor and emotional protector. As a recommendation, schools need to immediately integrate physical aspects into data-driven planning by prioritizing building rehabilitation to eliminate student anxiety. Furthermore, ongoing training for teachers is needed to close the knowledge gap on sexual violence indicators, which have declined. Instructional leadership is recommended to continue transforming into Differentiated Leadership to maintain the resilience and well-being of the school community on an ongoing basis.

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