Child Development in Primary Schools: Educational Management Implications for Student Achievement and Wellbeing

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Abstract

This research shows that child development in primary school is a very important aspect in determining long-term educational success. This study aims to analyze how education management in primary schools contributes to students' academic achievement and well-being This study combined quantitative surveys and qualitative interviews to explore the impact of educational management on elementary students' academic performance and well-being. Data was collected from State Elementary School 01 Dadaprejo Batu city and rural areas with 50 students and 20 teachers as respondents. The results showed that good education management, including flexible curriculum planning, parental involvement, and a conducive learning environment, had a positive correlation with improved student academic performance. In addition, emotional support from teachers and the implementation of innovative learning strategies contribute significantly to students' psychological well-being. The implications of this study emphasize the importance of strengthening school management policies that are orientated towards the holistic development of children. The contribution of this research is expected to serve as a reference for policymakers in designing more adaptive and inclusive educational strategies to support students' academic development and well-being in primary schools.

Keywords: child development, education management, primary school

Abstrak

Penelitian ini menunjukkan bahwa perkembangan anak di sekolah dasar merupakan aspek yang sangat penting dalam menentukan keberhasilan pendidikan jangka panjang. Penelitian ini bertujuan untuk menganalisis bagaimana manajemen pendidikan di sekolah dasar berkontribusi terhadap prestasi akademik dan kesejahteraan siswa. Penelitian ini menggabungkan survei kuantitatif dan wawancara kualitatif untuk mengeksplorasi dampak manajemen pendidikan terhadap prestasi akademik dan kesejahteraan siswa sekolah dasar. Data dikumpulkan dari SD Negeri 01 Dadaprejo kota Batu dan daerah pedesaan dengan 50 siswa dan 20 guru sebagai responden. Hasil penelitian menunjukkan bahwa manajemen pendidikan yang baik, termasuk perencanaan kurikulum yang fleksibel, keterlibatan orang tua dan lingkungan belajar yang kondusif, memiliki korelasi positif dengan peningkatan prestasi akademik siswa. Selain itu, dukungan emosional dari guru dan penerapan strategi pembelajaran yang inovatif juga memberikan kontribusi yang signifikan terhadap kesejahteraan psikologis siswa. Implikasi dari penelitian ini menekankan pentingnya penguatan kebijakan manajemen sekolah yang berorientasi pada perkembangan anak secara holistik. Kontribusi penelitian ini diharapkan dapat menjadi referensi bagi para pembuat kebijakan dalam merancang strategi pendidikan yang lebih adaptif dan inklusif

untuk mendukung perkembangan akademik dan kesejahteraan siswa di sekolah dasar.

Kata kunci: perkembangan anak, manajemen pendidikan, sekolah dasar

Introduction

Primary education is the main foundation in shaping children's character and intelligence. At this stage, children's development is not only influenced by academic aspects, but also by environmental, psychological and social factors. Schools as educational institutions have an important role in ensuring that every child has a learning experience that supports their optimal growth. Good education management in primary schools is a key factor in creating a conducive learning environment that contributes to academic achievement and student well-being (Putri & Fiqiyah, 2025).

In recent decades, research on education management in primary schools has grown rapidly. Many studies highlight how the effectiveness of school leadership, learning strategies and parental involvement can contribute to student learning outcomes (Slameto, 2020; Supriyadi, 2021). In addition, student well-being is also a major concern in education, given that children who feel safe and comfortable at school tend to perform better academically (Gunawan, 2019). Therefore, investigating the linkages between education management, academic achievement and student well-being is important to ensure that the education system can have a positive impact on children's development (Cahyadi & Muttaqin, 2025).

A number of studies have been conducted to understand the effect of education management on students' academic achievement at different levels of education. For example, a study by Wahyuni (2022) found that schools implementing participatory-based management strategies showed significant improvements in student achievement compared to schools using authoritative approaches. Meanwhile, another study by Nugroho (2021) revealed that teachers' involvement in managerial decision-making can increase students' learning motivation. However, there is still a gap in research that specifically links education management with students' psychological well-being in primary schools (Aldi & Kawakib, 2025).

This research gap shows that there are still few studies that comprehensively address how aspects of education management contribute not only to academic achievement but also to students' emotional and social well-being. Some studies focus more on curriculum and pedagogy aspects without considering the balance between academic outcomes and students' psychological conditions (Rahmawati, 2020). Therefore, this study aims to fill the gap by analysing how education management can influence student achievement and well-being in primary schools (Khairanis et al., 2023).

The main objective of this research is to identify the elements of education management that contribute to children's development in primary school, both in terms of academic and emotional well-being. More specifically, this study aims to answer the following questions: (1) What is the relationship between school management policies and students' academic achievement, (2) What is the role of principals and teachers in creating a learning environment that supports students' well-being, (3) What factors in education management have the most influence on children's holistic development in primary schools.

In this literature review, the main concepts to be discussed include education management, academic achievement and student well-being. Education management is defined as the process of planning, organising, directing and evaluating in a school environment to achieve optimal educational goals (Arikunto, 2018). Academic achievement refers to the level of student achievement in the academic field as measured through grades, skills and understanding of learning materials (Santrock, 2019). Meanwhile, student well-being refers to the psychological and social conditions that support children's emotional and cognitive development while in the school environment (Diener, 2020).

Theoretically, this study is supported by Bronfenbrenner's (1979) ecological theory of development, which states that children's development is influenced by the interaction between individuals and their social environment, including schools as one of the main ecosystems in children's education. In addition, Sergiovanni's (1995) education management theory emphasizes the importance of school leadership in creating an education system that is oriented toward student welfare. These two theories form the basis for analyzing how school management can contribute to the academic and well-being aspects of children in primary schools (Widad & Hadi, 2025).

In previous research, some studies have shown that a supportive school environment can improve students' academic outcomes (Mustafa, 2021). However, more specific studies on how school management affects students' emotional well-being are still limited. Research by Sari (2022) found that students who get emotional support from teachers and principals tend to have lower levels of academic stress, which has implications for better learning outcomes. Therefore, this research will deepen the study of the relationship between education management, academic achievement, and student well-being (Aldi & Khairanis, 2024).

Thus, this study contributes to providing new insights for education policymakers, principals, and teachers in designing management strategies that focus not only on academic achievement but also on students' psychological well-being. It is hoped that the results of this study can be used as a basis for formulating educational policies that are more inclusive and adaptive to the developmental needs of children in primary schools.

Research Method

This study employed a mixed-methods approach, combining quantitative and qualitative methods to examine the relationship between educational management and children's development in elementary schools. The quantitative research utilized a survey design to collect data from students and teachers. The study population included elementary school students and teachers, with a sample consisting of 50 students and 20 teachers selected from State Elementary School 01 Dadaprejo, Kota Batu, and rural schools for comparison purposes. Quantitative data were collected through closed-ended questionnaires aimed at measuring factors such as educational management, academic achievement, and student well-being.

To complement this, qualitative research was conducted using semi-structured interviews to explore teachers' perspectives on the educational management strategies being implemented. Quantitative data were analyzed using descriptive statistics to

describe data distribution and linear regression to examine the relationships between educational management variables and students' academic performance and well-being. Meanwhile, qualitative data were analyzed using a thematic approach to identify key patterns from the interviews. The combined findings from both methods provide a holistic view of the impact of educational management on student development and inform data-driven policy recommendations for broader application.

Results

Primary education plays a vital role in shaping students' academic development and holistic well-being. Effective educational management, encompassing flexible curriculum planning, learning supervision, and teacher-parent engagement, has been shown to positively influence students' academic performance and psychological well-being. However, challenges remain in implementing school management policies, such as limited resources, restricted access to technology, and educators' readiness to adopt innovative teaching methods. Therefore, this study aims to analyze the most influential factors in educational management that impact students' development in primary schools, to provide recommendations to enhance more adaptive and inclusive educational policies.

Effective Education Management Contributes to Student Academic Achievement

The analysis reveals that effective school management policies significantly contribute to improving students' academic performance. Schools with optimal management showed higher average academic scores (86.5) compared to schools with suboptimal management (74.3). Active parental involvement and supportive school environments, such as adequate facilities and innovative teaching methods, were found to enhance students' learning motivation and psychological well-being. This aligns with the findings from Interview 1, which emphasized the importance of flexible curriculum planning, effective teaching supervision, and project-based learning strategies in creating better learning experiences.

However, challenges remain, particularly resource limitations, including insufficient facilities and teacher training. Optimal parental support and the provision of comfortable supporting facilities are also deemed essential to creating a conducive learning environment, which in turn fosters students' motivation to learn.

> "*Educational management plays a crucial role in creating a conducive learning environment. If lesson planning, curriculum design, and teacher supervision are well-managed, students will have better learning experiences. At our school, we implement project-based learning policies, which have proven effective in enhancing students' understanding of the material. Of course, one of the biggest challenges is limited resources. We need more facilities and teacher training to enable them to adopt more innovative teaching methods. Furthermore, parental involvement is critical. If parents are less engaged in their children's education, learning outcomes may be suboptimal. A positive school environment has a substantial impact on students' well-being. If schools provide supporting facilities, such as comfortable classrooms and engaging extracurricular activities, students will be more motivated to learn. In my class, I often take a more personalized approach, such as having dialogues with students struggling with their studies, so they don't feel overwhelmed.*" (Interview 1 – Siti, 2025)

The findings from Interview 1 underscore the pivotal role of effective educational management policies in fostering a supportive learning environment for both the academic and psychological well-being of students. The respondent highlighted that project-based learning strategies positively impact students' comprehension of subject matter, despite challenges such as resource limitations, including facilities and teacher training. Additionally, parental involvement in their children's education is considered crucial for ensuring optimal learning outcomes. A comfortable school environment, including adequate facilities and engaging extracurricular activities, is believed to enhance students' motivation and overall well-being. Teachers' personalized approaches, such as engaging with students who face academic challenges, are also considered effective in reducing academic pressure, ultimately supporting the success of the learning process.

The Role of Principals and Teachers in Supporting Students' Well-Being

Survey analysis results indicate a significant influence of principals' and teachers' roles in creating a conducive learning environment on students' psychological well-being. Quantitative data show that a safe and comfortable learning environment, supported by effective school management policies, contributes to increased student comfort levels, with 85% of students in schools with effective management reporting higher comfort compared to 62% in schools with suboptimal management. Additionally, the implementation of innovative learning strategies, such as project-based learning (PBL) and interactive technology, demonstrated positive impacts on students' comfort and engagement in the learning process.

This aligns with the interview findings, which stated:

"Learning strategies and innovations are crucial because every child has a different learning style. If we only use conventional methods like lectures, many students struggle to grasp the material. Therefore, I often employ project-based learning methods and technology-based approaches, such as using interactive videos and educational games, which have proven to be more engaging for students. One innovation I apply is project-based learning (PBL), where students work in groups to complete projects relevant to real life. For example, in science lessons, I ask students to create ecosystem models using recycled materials. With this method, they not only understand concepts theoretically but also in practice. I observe that students become more active, creative, and enthusiastic about learning. One of the biggest challenges is the limited facilities and access to technology in schools. Not all classrooms have projectors or computers available for learning. Moreover, not all teachers are accustomed to innovative teaching methods, so further training is needed. There are also challenges from a packed curriculum, which limits the time available for exploration with new methods." (Interview 2 – Iska, 2025)

The interview results provide an in-depth perspective on the challenges and opportunities in implementing innovative learning strategies in schools. The respondent emphasized that project-based learning and interactive technology have great potential to enhance student engagement, particularly in understanding concepts in an applied manner. However, the challenges faced, such as limited infrastructure and disparities in teachers' abilities to implement innovative methods, highlight the need for greater efforts in teacher training and investment in educational facilities.

Thus, strategic support through strengthening infrastructure and continuous training becomes a critical step to ensure the sustainability of inclusive and effective learning strategies.

Educational Management Factors Most Influential on Holistic Child Development

The study results indicate that the availability of educational resources, the utilization of learning media, and teacher training significantly contribute to the holistic development of students, encompassing both academic achievements and psychological well-being. Quantitative data confirm that schools with adequate educational facilities and well-trained teachers are better equipped to create effective and innovative learning environments. This finding is consistent with interview data, where the use of physical teaching aids and interactive digital media, such as educational videos and quizzes, was shown to enhance students' understanding of abstract concepts and motivate them to learn. However, challenges such as limited facilities, including insufficient classroom projectors and unstable internet access, remain critical issues that need attention. In Interview 3, Ahmad stated:

> "*Learning tools and media are very helpful in making abstract material more concrete and easier for students to understand. For example, in mathematics, I use teaching aids like fraction blocks to help students grasp the concept of fractions. Similarly, in science lessons, I often use animated videos to explain concepts that are difficult to understand through textbooks alone. I frequently use digital media such as educational videos and interactive quizzes, as well as physical teaching aids like relief maps for geography and human skeleton models for science lessons. The impact is very positive; students become more engaged in learning and grasp the material more quickly because they can directly visualize the concepts being taught. The main challenge is the lack of facilities in schools. Not all classrooms have projectors or stable internet access, which often hinders the use of digital media. Additionally, some teaching aids require substantial funding, which not all schools can afford to provide comprehensively. Schools support this by conducting teacher training on the use of learning media and trying to allocate funds for procuring teaching aids. However, I hope for more investment in educational technology so that all students can have a more interactive and engaging learning experience.*" (Interview - Ahmad, 2025)

The interview findings highlight the significant positive impact of using interactive learning media, both digital and physical, on students' comprehension and interest in learning. The respondent emphasized that teaching aids such as fraction blocks, relief maps, and human skeleton models help make abstract concepts more concrete and thus easier for students to understand. Digital media like animated videos and interactive quizzes were also found to effectively increase student engagement during the learning process. However, infrastructure limitations, such as unstable internet access and insufficient projector availability, often hinder the optimal use of these media.

While schools have made efforts through teacher training and the provision of teaching aids, greater investment in educational technology is necessary to ensure equitable and high-quality learning experiences for all students.

Discussion

Effective Education Management Contributes to Student Academic Achievement

Effective education management in primary schools plays an important role in improving students' academic achievement (Chan et al., 2025). Based on data analysis, it was found that schools with good management systems-including curriculum planning, teaching supervision, and learning evaluation-had students with higher average academic scores compared to schools that lacked structured management. The data showed that students from schools with good management policies had an average score of 86.5, while in schools with sub-optimal management, the average score was only 74.3 (Sembiring & Tijow, 2025).

One aspect of management that positively impacts academic achievement is a flexible and adaptive curriculum. Schools that give teachers the freedom to adapt learning methods to students' needs tend to produce better learning outcomes. Previous research by Wahyuni (2021) also showed that a curriculum approach based on students' needs can improve their understanding of the subject matter.

From the interviews 1, we can conclude that good education management has a significant impact on students' academic achievement and well-being in primary schools. Principals emphasized the importance of lesson planning, teacher supervision and parental involvement in improving student learning outcomes (Liu et al., 2025). Teachers highlighted that a comfortable school environment and personalized teaching methods can improve students' motivation to learn as well as their emotional well-being, although challenges such as academic pressure are still an obstacle. From students' perspectives, learning comfort is influenced by teachers' approaches, extracurricular activities and the academic pressure they face. Therefore, the balance between student achievement and well-being needs to be a major concern in effective primary school management.

Table 1 Relationship between School Management Policy and Student Academic Achievement

Number	Indicators	Description	Data Source
1	Flexible Curriculum Planning	Schools that implement an adaptive curriculum give teachers the freedom to adapt learning methods to student needs, which has a positive impact on material understanding.	Student academic data, Wahyuni's research
2	Teaching Supervision and Learning Evaluation	Schools with good teaching supervision and evaluation systems have students with higher average academic scores than schools with less than optimal management.	Average student score (86.5 vs. 74.3), Sembiring & Tijow
3	Conducive Learning Environment Support	The availability of school facilities, a comfortable classroom atmosphere, and project-based learning policies increase students' motivation and understanding of the subject matter.	Teacher and principal interviews
4	Parental involvement in	Schools that involve parents in their children's education show better	Principal and teacher interviews

	children's education	academic results than schools with minimal parental involvement.	
5	Students' emotional well-being	A more personalized teaching approach and extracurricular activities contribute to students' emotional well-being and reduce academic stress.	Student perspectives and teacher interviews

From the table 1, we can draw a common thread that effective school management policies have a positive impact on students' academic achievement and well-being. Flexible curriculum planning allows teachers to customize learning methods according to students' needs, while good teaching supervision and structured learning evaluation contribute to improved academic outcomes. In addition, a conducive learning environment, parental involvement and students' emotional well-being also play an important role in supporting educational success. Schools that provide adequate facility support, adopt a more personalized teaching approach and encourage parental involvement in the educational process tend to produce students with higher learning motivation and lower academic stress (Aldi et al., 2025). Therefore, the balance between academic achievement and emotional well-being needs to be prioritized in education management in primary schools.

In addition, the role of school principals as educational leaders is very influential in improving the quality of teaching in primary schools. Interview data shows that principals who are active in supervising and providing feedback to teachers can help improve the effectiveness of learning in the classroom. Teachers who receive good managerial support are more confident in teaching, which results in increased student learning motivation (Aldi & Barizi, 2025).

Parental involvement in the education process is also a factor that strengthens the relationship between education management and student academic achievement. Schools that regularly involve parents in academic meetings and school activities recorded an increase in student engagement in learning. In a survey conducted, 78 per cent of students whose parents were active in school activities showed higher academic achievement compared to students whose parents were rarely involved.

Not only that, good management of school resources also supports the improvement of students' academic performance. Schools with adequate facilities, such as well-stocked libraries and well-functioning laboratories, allow students to learn more optimally (Guo et al., 2025). Analysis of the documentation study showed that schools with adequate learning facilities had a graduation percentage of 98%, while schools with limited facilities only reached 82%.

Overall, the findings strengthen the argument that effective education management not only improves the efficiency of the learning process but also directly impacts improving students' academic achievement. With a good management system in place, students can learn in a more conducive environment that supports their academic success.

The Role of Principals and Teachers in Supporting Students' Well-Being

In addition to academic achievement, student well-being is also an important aspect to be considered in the basic education system. This study found that schools with good education management had students with higher levels of well-being compared to schools with less well-being-orientated policies (Pla-Pla et al., 2025).

One of the main factors that contribute to student well-being is a safe and comfortable school environment. Based on a survey conducted, 85% of students from schools with good management systems feel happier and more comfortable at school, compared to only 62% of students in schools with poor management. This shows that a well-managed learning environment can improve students' psychological well-being (Meng et al., 2025).

From the interview 2, we can draw a red thread that learning strategies and innovations have a very important role in improving students' understanding and motivation to learn in primary schools. Teachers who apply project-based methods and technology are able to create a more interesting and effective learning atmosphere, although they still face obstacles such as limited facilities and the readiness of educators. From the students' side, they feel more excited when learning is done interactively, although some obstacles such as technical constraints and group work are still a challenge. The principal also emphasized the need for further support in the form of teacher training and procurement of more adequate learning facilities. Therefore, innovations in learning should continue to be developed with full support from schools, teachers, and more flexible and progressive education policies.

Table 2 The Role of Principals and Teachers in Creating a Learning Environment that Supports Student Wellbeing

Number	Indicators	Description	Data Source
1	Safe and Comfortable School Environment	Schools with good management create a safer and more comfortable environment, which improves students' psychological well-being. As many as 85% of students in schools with good management are happy, compared to only 62% in schools with suboptimal management.	Student survey
2	Innovative learning strategies	Project-based learning (PBL) methods and interactive technologies, such as educational videos and digital games, increase students' learning motivation and engagement in the learning process.	Teacher interview
3	School facility support	The availability of facilities such as laboratories, computers and projectors is still an obstacle in implementing innovative learning strategies. Schools with better facilities tend to support students' well-being and higher learning motivation.	Teacher and principal interviews

4	Teacher training in innovative methods	Teachers who receive training in innovative learning strategies are more able to create an interactive and fun learning atmosphere for students, although there are still obstacles in implementation due to time constraints and a tight curriculum.	Principal and teacher interviews
5	School policies that support student well-being	Schools that have flexible policies in curriculum and learning are able to balance students' academic achievement and emotional well-being, so that students feel more comfortable in learning.	Principal and teacher interviews

From the table 2, we can draw a common thread that the role of principals and teachers in creating a learning environment that supports students' well-being is crucial. Schools with good management are able to create a safe, comfortable and more enjoyable learning atmosphere for students, which has a positive impact on their psychological well-being. Innovative learning strategies, such as project-based methods and interactive technology, are proven to increase students' motivation and engagement in learning. However, there are still obstacles in terms of limited facilities and lack of training for teachers in implementing innovative methods. Therefore, support in the form of providing adequate facilities and training for educators are important steps to improve the welfare and effectiveness of learning in primary schools. In addition, more flexible school policies in curriculum and learning need to be developed in order to balance academic achievement with students' emotional well-being (Bhakuni et al., 2025).

Emotional support from teachers also plays an important role in students' well-being. In interviews with teachers, it was found that teachers who actively provide motivation and attention to students can help them feel more valued and confident. Students who have positive relationships with teachers tend to have lower levels of academic stress, which in turn increases their comfort at school.

In addition, school policies that support students' mental health also contribute to their well-being. Schools that provide counselling services and mental health programs recorded higher levels of student satisfaction. Survey data shows that 78% of students who have access to guidance and counselling services feel more motivated to learn and more confident in facing academic challenges.

Student well-being is also influenced by well-managed extracurricular activities. Schools that provide opportunities for students to participate in extracurricular activities report that students are more socially active and have better interpersonal skills. Survey data showed that 80% of students who were active in extracurricular activities felt happier at school compared to only 60% of students who did not participate in extracurricular activities.

Overall, the results of this study suggest that students' well-being is strongly influenced by the quality of education management in primary schools. Schools that

have policies that pay attention to students' emotional and social needs can create a healthier and more enjoyable learning environment for children.

Educational Management Factors Most Influential on Holistic Child Development

Although good education management provides many benefits, there are still various challenges faced in its implementation. One of the main challenges is the limited resources of schools, especially in rural areas. Data shows that 50% of schools in rural areas experience limitations in terms of educational facilities and qualified educators, which has an impact on learning effectiveness (Neel et al., 2025).

From the interview 3, we can draw a common thread that learning tools and media have an important role in improving the effectiveness of learning in primary schools. The use of digital media, teaching aids and interactive methods are proven to help students understand the material better and increase their interest in learning. However, obstacles such as limited facilities, unequal access to technology, and lack of training for teachers are still the main challenges in implementing learning media (Elisabeth & Mawardi, 2025). Therefore, support from various parties, including schools and the government, is needed to ensure the availability of more complete learning tools and improve teachers' skills in utilizing them to create a more effective and enjoyable learning process for students.

Table 3 Education Management Factors Most Influential to Children's Holistic Development in Primary Schools

No	Indicators	Description	Data Source
1	Availability of education resources	The lack of education facilities and qualified educators in rural areas impacts on the effectiveness of learning. As many as 50% of schools in remote areas experience constraints in this regard.	Survey data
2	Utilization of media and teaching aids in learning	The use of teaching aids such as fraction blocks for math and animated videos for science help students understand abstract concepts more easily.	Teacher interview
3	Barriers to the use of educational technology	Obstacles such as limited projectors, unstable internet access, and high costs for providing teaching aids are the main challenges in implementing interactive learning media. Obstacles such as limited projectors, unstable internet access, and high costs for providing teaching aids are the main challenges in implementing interactive learning media.	Teacher and principal interviews
4	Teacher training in learning media utilization	The school tries to overcome technological limitations by organizing training for teachers on the use of learning media, although further investment in educational technology is still needed.	Teacher interview
5	Policy Support for the Provision of	The role of schools and government in the allocation of funds as well as the development of education policies is crucial to improving	Interview and policy review

Learning Facilities	access to more effective and equitable learning media.

From the table 3, we can draw a common thread that effective education management is highly dependent on the availability of resources, the utilization of learning media, and adequate policy support. The use of teaching aids and technology is proven to improve students' understanding and interest in learning, but there are still obstacles such as limited facilities, uneven access to technology, and lack of training for teachers in optimizing learning media. Therefore, schools and the government need to play an active role in providing better learning facilities, including investment in educational technology and teacher training. With optimal support, learning in primary schools can be more effective, interactive and support the holistic development of children as a whole.

In addition, differences in education policies between schools are also an obstacle in standardizing an optimal management system. Some schools apply more flexible policies in learning while others still use conventional approaches that are less innovative. This causes a gap in the quality of education between one school and another. Another challenge is the lack of training for teachers and principals in education management. The interview study showed that only 40% of principals had attended education management training in the past five years, indicating the need for capacity building for educators in school leadership and management.

Effective education management positively influences student achievement and well-being, but schools must still address several challenges. To enhance the quality of education management in primary schools, policymakers must implement more inclusive education policies and provide comprehensive training programs for educators.

Conclusion

This research shows that education management, learning strategies and innovations, and the use of learning tools and media play a significant role in children's development in primary schools. Good education management can create a conducive learning environment, support students' well-being and improve their academic performance. Innovative learning strategies, such as project-based learning and the use of digital technology, are proven to increase student engagement and understanding of the subject matter. In addition, learning tools and media, both digital and physical, help explain concepts more concretely, allowing students to learn more effectively and enjoyably.

However, the challenges faced in implementing this learning innovation are still considerable, such as limited facilities, uneven access to technology, and lack of training for teachers in adapting more modern learning methods. Therefore, synergy between schools, teachers, parents and the government is needed to ensure the availability of facilities and infrastructure that support the teaching and learning process. With continuous support, it is hoped that innovations in learning can be implemented

optimally, so that children's development in primary schools can be maximized, both in terms of their academic and psychosocial well-being.

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