

Leadership and psychological capital in enhancing the performance of child-friendly schools for children's physical activities

Liderazgo y capital psicológico en la mejora del rendimiento de las escuelas amigas de la infancia para la práctica de actividades físicas infantiles

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Abstract. Leadership styles and psychological capital play crucial roles in enhancing school performance. Integrating student leadership opportunities and physical activities into child-friendly school programs may improve overall school performance through various psychological factors. The research aims to know the effect of leadership and psychological capital on enhancing the performance of child-friendly schools for children's physical activities. This research is descriptive quantitative, with the number of participants being 175 teachers selected using the purposive sampling technique. Data collection techniques use survey methods, while data collection instruments use questionnaires developed from several previous studies that are considered to have been tested for validity. Data analysis uses SEM-PLS technique with the SmartPLS 4 analysis tool to test the predictive relationship between each construct. The results showed that transformational leadership significantly influences the performance of Child-Friendly Schools, with a p-value of $0.006 < 0.05$. Psychological capital significantly influences performance with a p-value of $0.039 < 0.05$. Student leadership does not moderate the relationship between psychological capital on performance with a value of $0.199 > 0.05$, transformational leadership on performance with a value of $0.385 > 0.05$, and workplace spirituality on performance with a value of $0.848 > 0.05$. The results of this study provide a deeper understanding of the factors that influence the performance of Child-Friendly Schools, as well as practical implications for leadership development, human resource management, and educational staff development programs within Child-Friendly Schools.

Keywords: leadership, psychological capital, child-friendly school, physical activities

Resumen. Los estilos de liderazgo y el capital psicológico desempeñan un papel crucial en la mejora del rendimiento escolar. Integrar las oportunidades de liderazgo de los alumnos y las actividades físicas en los programas de las escuelas amigas de la infancia puede mejorar el rendimiento escolar general a través de diversos factores psicológicos. El objetivo de la investigación es conocer el efecto del liderazgo y el capital psicológico en la mejora del rendimiento de las escuelas amigas de la infancia para las actividades físicas de los niños. Esta investigación es cuantitativa descriptiva, con un número de participantes de 175 profesores seleccionados mediante la técnica de muestreo intencional. Las técnicas de recopilación de datos utilizan métodos de encuesta, mientras que los instrumentos de recopilación de datos utilizan cuestionarios elaborados a partir de varios estudios anteriores cuya validez se considera probada. El análisis de los datos utiliza la técnica SEM-PLS con la herramienta de análisis SmartPLS 4 para comprobar la relación predictiva entre cada constructo. Los resultados mostraron que el liderazgo transformacional influye significativamente en el rendimiento de las escuelas amigas de la infancia, con un valor p de $0,006 < 0,05$. El capital psicológico influye significativamente en el rendimiento, con un valor p de $0,039 < 0,05$. El liderazgo estudiantil no modera la relación entre el capital psicológico y el rendimiento, con un valor de $0,199 > 0,05$; el liderazgo transformacional, con un valor de $0,385 > 0,05$; y la espiritualidad en el lugar de trabajo, con un valor de $0,848 > 0,05$. Los resultados de este estudio proporcionan una comprensión más profunda de los factores que influyen en el rendimiento de las Escuelas Amigas de la Infancia, así como implicaciones prácticas para el desarrollo del liderazgo, la gestión de los recursos humanos y los programas de desarrollo del personal educativo dentro de las Escuelas Amigas de la Infancia.

Palabras clave: liderazgo, capital psicológico, escuela amiga de la infancia, actividades físicas

Fecha recepción: 20-08-24. Fecha de aceptación: 29-09-24

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Introduction

The success of an organization can be measured by looking at the extent to which the organization can achieve. Organizational effectiveness is crucial for success in competitive environments and is based on integrating organizational and employee goals (Adra et al., 2024; Oude Groote Beverborg, 2024; Wang et al., 2024). It involves achieving optimal performance levels with minimal inputs (Cheng et al., 2024; Eitan & Gazit, 2024). Factors influencing effectiveness include motivation, managerial expertise, and organizational environment (Cheng et al., 2024; Pham et al., 2024). This concept relates to an organization's ability to utilize its resources to achieve planned organizational goals and assess the consequences of attaining them (Tang et al., 2024; Zadok et al., 2024). Organizational effectiveness is defined as the level of success of an organization in achieving its goals and objectives (Dong, 2024; Eryanto & Sariwulan,

2024; Mahardika et al., 2024). This shows the state or ability of a job carried out by employees to provide the benefits expected by the organization. This means that it emphasizes achieving goals and objectives that are by the vision and mission of the organization (S. I. Khan, 2024; Şahin & Bilir, 2024). Achievement of results by planned objectives, showing stakeholders that the promised results have been achieved, and emphasizing the extent to which the organization has achieved its goals and how well the process is carried out to achieve them. Collective efforts from both internal and external stakeholders are necessary. Violence in education that has made the face of education terrible needs to be addressed immediately so that it does not become an increasingly worrying and ongoing problem. Refocusing on applying the school leadership theory and the positive culture of the school environment can potentially prevent bullying and abuse (Marishane, 2017; Thomas et al., 2018). Multiple strategies should be used to improve these values

and promote activities that include physical education, school recess, and school in general, as well as other spaces and community settings (De Francisco et al., 2018; Mel-lado-Rubio et al., 2023; Vega Orozco et al., 2023).

Child-friendly education is one of the efforts to prevent violence in schools. The characteristics of child-friendly schools themselves highlight the attitude of teachers toward children, the learning methods used, and the scope of the classroom, which is safe, comfortable, healthy, clean, and has a cultural environment (Fitriani, 2020; Hajaroh et al., 2020; Widowati et al., 2021). Addressing multifaceted learning requirements, fostering inclusive participation, and obligations per their developmental stage, the most important thing is protecting and guaranteeing children's rights (Sunandar et al., 2022; Sunardianta et al., 2024). Child-friendly schools should also consider a safe school situation and a caring and cultured school environment and provide the rights and protection of learners from violence, discrimination and other unfair treatment (Lian et al., 2018; Mabasa, 2021; Thomas et al., 2018). This research was also conducted because of the importance of protecting and ensuring children's rights so that they feel safe, comfortable, healthy, and free from violent practices or discrimination. In the current situation, violence is rampant in the school environment, as reported in the online media regarding violence in the form of bullying that occurred in one of the high schools in Jakarta, which killed one student at the school. One of them is the rampant violence that occurs in the school environment. Thus, it has been reflected that Indonesian schools or education still have gaps that have not been resolved optimally. In reality, an education or environment where you gain knowledge is to make children feel safe, comfortable, clean, have a cultured environment, and be able to guarantee and protect children's rights (Barliana et al., 2023; Maoto, 2014; Supeni et al., 2022).

The Child-friendly School program aligns with the Merdeka Belajar curriculum launched by the Ministry of Education and Culture some time ago. The Semarang City Government has made various efforts in line with the program to realize quality education in schools for all children, especially in hard-to-reach areas in emergency and daily conditions. The actualization of child-friendly schools should be a particular concern of educational units, along with the concept of independent learning. The implemented aspects can be a consideration when designing a school environment that supports teaching and learning activities (Blessing, 2020; Hortigüela-Alcalá et al., 2015; Htang & Chanseangsee, 2022; Pada et al., 2021). The child period is one of the critical periods in life where children need protection and are very vulnerable to external influences. Although various efforts have been made at the central level, the education unit is the central point in fulfilling children's rights. It takes an appropriate management strategy and the commitment of the principal and school community to realize this. Principals have a vital role in creating an educational ecosystem that favors students, including in mobilizing the performance of educators (Makwarela, Adu,

et al., 2017; Suharti et al., 2023). Educators have a role in facilitating students according to children's rights. Teachers and students agree to develop a model of CFS for school comfort (Diniaty et al., 2021; Sunandar et al., 2022).

Various studies have been conducted to address violations of children's rights in schools. Through their performance, teachers have a vital function in realizing effective learning as part of the realization of Child-Friendly Schools (King, 2020; Ogisu, 2016). The findings suggest that it is essential to identify less effective schools to be given the necessary assistance to develop their physical facilities and other aspects of developing student performance to improve the effectiveness of Child-Friendly Schools. Better teacher profiles, healthy student-teacher interactions, and effective teaching and evaluation processes are parameters of learning effectiveness, leading to more child-friendly schools (Clair et al., 2012; Monteiro, 2010; Vaníčková, 2012). Child-friendly learning should emphasize child-centered, approach-based, and activity-based learning, making students dynamic and active in the classroom (Liestyasari et al., 2023; Saragih & Subroto, 2023; Zhang et al., 2024). This is done to fulfill children's rights in the education unit environment. Teachers are central to achieving child-friendly schools (Clement, 2017). In organizing Child-Friendly Schools, the environment outside and around the school needs special attention. In this case, external parties' involvement is required to realize child-friendly schools. In Semarang City, implementing child-friendly schools to support child-friendly cities still has several obstacles, including the need for more human resources to guide students. The principal is vital in realizing the SRA model through empowering all school members. However, challenges remain, such as limited knowledge about children's rights and inadequate facilities in some schools (Makwarela, Adu et al., 2017; Makwarela, Mammen et al., 2017).

A comfortable and safe school climate must be supported by reliable educators willing to go the extra mile. The reality in the field until the 2022 period is that unscrupulous educators or students still commit violence against their friends in schools. This is still an exciting issue to continue to conduct further studies. Previous studies have yet to fully solve problems related to implementing the SRA program, especially in vulnerable areas (vulnerable to tidal disasters, crime, unsupportive parental backgrounds, and several other vulnerable things). Implementing SRA in vulnerable regions requires particular strategies from leaders in education units so that educators and education personnel have good performance, which will impact organizational performance. Principal transformational leadership positively influences school culture and child-friendly school performance, fostering a positive work environment and improving teachers' resilience and future outlook (Ahrari et al., 2022; Jumakir et al., 2021). This research aims to measure the importance of leadership and psychological capital in cultivating a positive school culture, enhancing teacher performance, and ultimately improving the overall quality of child-friendly schools for supporting children's physical activities.

Methods

Design

This research is descriptive quantitative research. Descriptive quantitative research explains the facts or characteristics of specific populations or certain fields factually, carefully, and systematically. This research aims to measure the importance of leadership and psychological capital in cultivating a positive school culture, enhancing teacher performance, and ultimately improving the overall quality of child-friendly schools for supporting children's physical activities.

Participant

The number of samples was determined at 175 teachers who became respondents and were then selected using the purposive sampling technique.

Data Collection

Data collection techniques use survey methods, while data collection instruments use questionnaires developed from several previous studies that are considered to have been tested for validity.

Data Analysis

Data analysis used in this study uses the Structure Equal Modeling Partial Least Square (SEM-PLS) technique with the SmartPLS 4 analysis tool. SEM-PLS tests the predictive relationship between each construct in terms of correlation and influence. SmartPLS offers advantages for analyzing small sample sizes, evaluating model fit, and a user-friendly interface (Sarstedt & Cheah, 2019; Wong, 2013). There are five main variables in this study, namely transformational leadership (X1), workplace spirituality (X2), psychological capital (Y), Child-friendly School performance (Z), and student leadership variables (M) as moderator variables.

Result and Discussion

This study uses respondents' data, such as employee status, position, and certification status, to provide information on their characteristics. The discussion about the analysis of five main variables in this study, namely transformational leadership (X1), workplace spirituality (X2), psychological capital (Y), Child-friendly School performance (Z), and student leadership variables (M) as moderator variables. Path analysis is used in this study to test the relationship pattern that reveals the influence of variables or a set of variables on other variables, both direct and indirect influences.

Measurement Model Analysis (Outer Model)

Internal consistency testing uses composite reliability values. If the value is >0.600 , the variable is reliable. Based on the analysis data, the results show that the Transformational Leadership variable (X1) has a composite reliability

value of $0.981 > 0.600$, so the X1 variable is reliable. The workplace spirituality variable (X2) has a composite reliability value of $0.941 > 0.600$, so the X2 variable is reliable; psychological capital (X3) has a composite reliability value of $0.960 > 0.600$, so the X3 variable is reliable, the Child-Friendly School variable (Z) has a composite reliability value of $0.956 > 0.600$, so the Z variable is reliable. The Student Leadership variable (M) has a composite reliability value of $0.966 > 0.600$, so the Y variable is reliable.

Table 1.

Internal consistency analysis

| Variable | Cronbach's Alpha | Composite reliability | (AVE) |
|----------------------------------|------------------|-----------------------|-------|
| Transformational leadership (X1) | 0,979 | 0,981 | 0,708 |
| workplace spirituality (X2) | 0,931 | 0,941 | 0,422 |
| Psychological capital (Y) | 0,956 | 0,960 | 0,562 |
| Child-Friendly School (Z) | 0,951 | 0,956 | 0,551 |
| Student leadership (M) | 0,962 | 0,966 | 0,655 |

Discriminant validity was determined by looking at the Heterotrait-Monotrait Ratio Of Correlation (HTMT) Value <0.90 , then the variable has good discriminant validity (Çobanoğlu et al., 2018; Hajaroh et al., 2021). Based on Table 2, the correlation results of the Transformational Leadership variable (X1) with Spirituality (X2) are 0.604; the correlation of the X1 variable with (Psychological Capital) Y is 0.460; the correlation of the Transformational Leadership variable (X1) with Child-friendly Schools (Z) is 0.637; the correlation of the Leadership variable (Transformational) X1 with Student Leadership (M) is 0.595. All variables have a correlation value <0.900 . Thus, the correlation value of all variables is declared valid.

Based on Table 2, the correlation results of the Y variable with X2 are also 0.730; the correlation of the SRA variable (Z) with Spirituality (X2) is 0.729; the correlation of the Student Leadership variable (M) with Spirituality (X2) is 0.710. All variables have a correlation value of <0.900 . Thus, the correlation value of all variables is declared valid.

Table 2.

Discriminant validity

| | KM | KT | MP | SP | SRA |
|-----|-------|-------|-------|-------|-----|
| KM | | | | | |
| KT | 0.595 | | | | |
| MP | 0.724 | 0.460 | | | |
| SP | 0.730 | 0.604 | 0.776 | | |
| SRA | 0.868 | 0.637 | 0.718 | 0.729 | |

According to Table 2, there is a 0.718 connection between the Child-Friendly School variable (Z) and Psychological Capital (Y) and a 0.724 correlation between the Y variable and M. Thus, the correlation value for each variable is less than 0.900. As a result, the validity of each variable's correlation value is valid. Lastly, the data from the table above also indicate that there is a 0.718 relationship between the variables Z and Y. Thus, the correlation value for each variable is less than 0.900. As a result, the validity of each variable's correlation value is valid. A structural model analysis, also known as an inner model, seeks to verify the study hypothesis. The coefficient of determination (R

Square) with hypothesis testing is the section of the structural model that has to be examined. Testing for collinearity establishes whether there is a significant correlation between latent variables or constructs. From a methodological point of view, a significant correlation introduces uncertainty into the model since it affects the statistical significance estimate. This issue is known as collinearity. It is analyzed using the Variance Inflation Factor (VIF) value. In the event that the VIF value is less than 5.00, there is no collinearity issue; on the other hand, if the VIF value is greater than 5.00, there is. There are no collinearity issues in the structural model, according to the information in Table 3.

Table 3. Collinearity

| | KM | KT | MP | SP | SRA |
|----|----|----|-------|----|-------|
| KM | | | | | 2.835 |
| KT | | | 1.553 | | 1.727 |
| MP | | | | | 2.769 |
| SP | | | 1.553 | | 3.093 |

The test consists of two stages: testing the direct influence hypothesis and the indirect influence hypothesis and testing the significance of the structural model path coefficient. This test determines the path coefficient of the structural model, which is to test the importance of all relationships or hypothesis testing. The hypothesis testing path coefficients are shown in Figure 1.

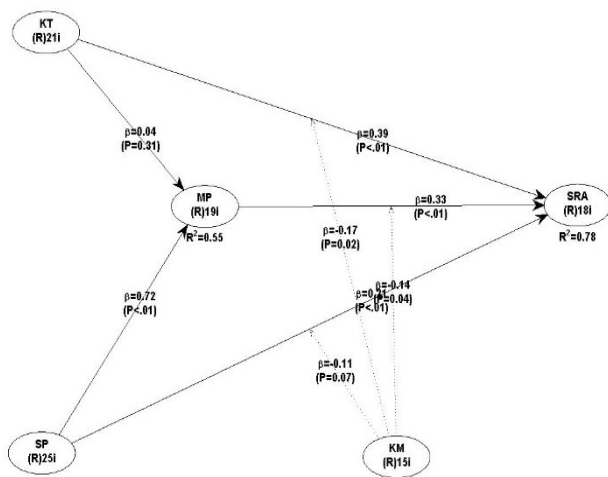


Figure 1. Hypothesis testing

The direct influence hypothesis testing aims to prove the hypotheses of the influence of a variable on other variables directly without intermediaries. A positive path coefficient value suggests that an increase in one variable's value follows an increase in another's value. A decline in one variable's value follows an increase in another variable's value if the route coefficient value is negative. H_a is approved and H_0 is rejected if the probability value (P-Value) is less than Alpha (0.05), indicating a strong influence of one variable on another. H_0 is rejected (the impact of one variable on another is not significant) if the probability value (P-Value) > Alpha (0.05).

The results of the study based on table 4, show that the

direct influence of the Student Leadership (KM) variable on the Child-Friendly School (CFS) performance variable has a path coefficient of 0.526 (positive), so an increase will follow an increase in the value of the Student Leadership variable in the Child-Friendly School variable. The influence of the KM variable on the CFS has a P-value of 0.000 < 0.05, so it can be stated that the impact between Student Leadership (KM) and the Child-Friendly School (CFS) is significant.

The direct influence of the Transformational Leadership (KT) variable on the Psychological Capital (MP) variable has a path coefficient of 0.025 (positive), so an increase in the Transformational Leadership value in the Psychological Capital variable will follow an increase in the Transformational Leadership value in the Psychological Capital variable. The influence of the Transformational Leadership variable on Psychological Capital has a P-value of 0.765 > 0.05, so it can be stated that the influence between Transformational Leadership and Psychological Capital is insignificant.

The direct influence of Transformational Leadership (KT) variable on the performance variable of Child-friendly Schools (CFS) has a path coefficient of 0.176 (positive), so an increase will follow an increase in the value of Transformational Leadership in the performance of Child-friendly Schools (CFS). The influence of the Transformational Leadership variable on the performance of Child-friendly Schools has a P-value of 0.006 < 0.05, so it can be stated that the influence between Transformational Leadership and Child-friendly Schools (CFS) is significant.

The direct influence of psychological capital (MP) on the performance of Child-friendly Schools (CFS) has a path coefficient of 0.178 (positive), so an increase will follow an increase in the value of the psychological capital variable in the performance of Child-friendly Schools X4. The influence of variable X1 on X4 has a P-value of 0.039 < 0.05, so it can be stated that the impact of psychological capital on the performance of Child-friendly Schools is significant.

The direct influence of the Workplace Spirituality (SP) variable on the Psychological Capital (MP) variable has a path coefficient of 0.740 (positive), so an increase will follow an increase in the value of Workplace Spirituality in Psychological Capital. The influence of Workplace Spirituality on Psychological Capital is significant. The direct influence of the Workplace Spirituality (SP) variable on the Child-Friendly School (SRA) performance variable has a path coefficient of 0.085 (positive), so an increase will follow an increase in the Spirituality value in the performance of Child-Friendly Schools. The Influence of Workplace Spirituality on SRA. The Coefficient of Determination (R Square) aims to evaluate the accuracy of a variable's prediction. In other words, to evaluate how variations in the value of the dependent variable are influenced by variations in the value of the independent variable in a path model. Based on Table 5, the results of the influence of transformational leadership (X1) and work spirituality (X2) on psychological

capital (Y) are 0.570, meaning that the magnitude of the influence of X1 and X2 on Y is 57%. Then, the influence of X1, X2, and Y on Z is 0.757, meaning that the magnitude of the influence of X1, X3, and Y on Z is 75.7%.

Table 4.
Direct influence of hypothesis

| Indicators | Original sample | T statistics | P values |
|------------|-----------------|--------------|----------|
| KM -> SRA | 0.526 | 6.471 | 0.000 |
| KT -> MP | 0.025 | 0.299 | 0.765 |
| KT -> SRA | 0.176 | 2.728 | 0.006 |
| MP -> SRA | 0.178 | 2.069 | 0.039 |
| SP -> MP | 0.740 | 12.137 | 0.000 |
| SP -> SRA | 0.085 | 0.905 | 0.366 |

Table 5.
Determination coefficient

| Variable | R-square | R-square adjusted |
|----------|----------|-------------------|
| MP | 0.570 | 0.565 |
| SRA | 0.757 | 0.746 |

The results of this study indicate that transformational leadership significantly influences the performance of Child-Friendly Schools in elementary schools in Semarang City (p-value $0.006 < 0.05$). Some main reasons transformational leadership can have a significant impact are (1) Clear vision and inspiration. Transformational leaders can create a clear and inspiring vision for the school's future. This vision motivates staff and students and provides clear direction about the goals to be achieved (Pham et al., 2024; Wang et al., 2024). In the context of child-friendly schools, this vision often includes values such as inclusion, safety, and student welfare. (2) Motivation and positive influence. Transformational leaders use an approach that motivates and encourages organization members to go beyond personal interests for the common good (Islam et al., 2024; S. I. Khan, 2024). They often provide emotional support and show genuine appreciation, which can increase the enthusiasm and commitment of teachers and school staff. (3) Innovation and positive change. Transformational leadership style encourages innovation and positive change. Transformational leaders are not afraid to take risks and try new approaches to improve the learning environment. In the context of child-friendly schools, this could mean implementing more inclusive teaching methods or programs that support student well-being.

Transformational leaders focus on the development of individuals within the organization. They seek to identify each staff member's potential and development needs and provide opportunities for professional growth. This improves staff competence and performance and creates a more supportive school environment for children (Baliga, 2013; Dong, 2024). (5) Involvement and participation. Transformational leaders prioritize the active participation of all organization members, including students. Involving students in decision-making and leadership processes makes them feel more connected and responsible for their school environment, improving ownership and overall performance. (6) Emotional care and support. Transformational leaders demonstrate high emotional care and support for staff and students (Jumakir et al., 2021; Pham et al., 2024).

This aspect is essential in a child-friendly school environment because students' emotional well-being is one of the main pillars. The care shown by leaders can create a safer and more supportive environment for students. (7) Formation of a positive school culture. Transformational leadership plays a role in forming a positive and inclusive school culture. This culture includes values such as mutual respect, cooperation, and support among school community members. This positive culture is essential to creating a child-friendly school where every student feels accepted and valued (Adra et al., 2024; Oude Groote Beverborg, 2024).

The results of this study indicate that psychological capital has a significant direct influence on the performance of Child-Friendly Schools. This can be explained through several mechanisms related to the components of psychological capital. Some of the main reasons why psychological capital can directly affect the performance of Child-Friendly Schools include (1) Increased teacher and staff efficacy. Individual efficacy or belief in their ability to complete specific tasks successfully is one of the main components of psychological capital (Li & Mu, 2024; Yuan et al., 2024). When teachers and school staff have high levels of efficacy, they are more confident in implementing child-friendly practices, facing challenges more effectively, and seeking innovative solutions to improve the learning environment. (2) Optimism and positive attitudes: Optimism is a positive expectation of the future and the belief that good outcomes will occur. Optimistic teachers and staff tend to be more enthusiastic and motivated in their work, which can create a more supportive and positive environment for students (Blessing, 2020; Maoto, 2014; Tyne et al., 2024). Optimism also encourages a proactive approach to problem-solving and improving school performance. (3) Resilience in the face of challenges. Resilience, or the ability to survive and recover from adversity, is an essential aspect of psychological capital.

Resilience helps teachers and staff stay focused and motivated despite student behavior problems, high workloads, or limited resources (Fu & Qiu, 2024; Li & Mu, 2024). This resilience allows them to continue to strive to create a child-friendly environment. (4) Clear expectations and goals. Expectations refer to the ability to set realistic goals and have the motivation and plans to achieve them. Teachers and staff with high expectations tend to be more focused and committed to achieving educational goals and supporting a child-friendly environment (Enrique et al., 2024; A. Khan et al., 2024). These expectations help them develop and implement effective strategies to improve school performance. (5) Positive influence on interactions and communication: High psychological capital can improve the quality of interactions and communication between teachers, staff, and students (Elahi et al., 2024; Petruzzello et al., 2024). When individuals feel confident, optimistic, and resilient, they are more likely to engage in constructive and collaborative communication, essential to creating an inclusive and supportive school en-

vironment. (6) Improved emotional and mental well-being. High psychological capital is correlated with better emotional and mental well-being. Emotionally well-off teachers and staff can better support students, deal with problems more effectively, and create a positive learning environment (Da et al., 2024; Zhou et al., 2024). This well-being directly contributes to improved school performance. (8) Motivation and job satisfaction: Individuals with high psychological capital tend to have stronger intrinsic motivation and feel more satisfied with their jobs. This motivation and job satisfaction encourage them to perform better, positively impacting the school's overall performance (Farewell et al., 2024; Pham et al., 2024). Psychological capital significantly influences Child-Friendly Schools' performance because its components – efficacy, optimism, resilience, and hope enhance an individual's ability to overcome challenges, motivate themselves, communicate effectively, and create a positive learning environment. All of these factors contribute directly to the creation and maintenance of Child-Friendly Schools, which ultimately improves the school's overall performance.

Conclusion

The results showed that transformational leadership significantly influences the performance of Child-Friendly Schools, with a p-value of $0.006 < 0.05$. Psychological capital significantly influences performance with a p-value of $0.039 < 0.05$. Student leadership does not moderate the relationship between psychological capital on performance with a value of $0.199 > 0.05$, transformational leadership on performance with a value of $0.385 > 0.05$, and workplace spirituality on performance with a value of $0.848 > 0.05$. The results of this study provide a deeper understanding of the factors that influence the performance of Child-Friendly Schools, as well as practical implications for leadership development, human resource management, and educational staff development programs within Child-Friendly Schools for supporting children's physical activities.

Acknowledgement

The authors would like to thank the Indonesian Education Scholarship (BPI) of Indonesia Endowment Fund for Education Agency (LPDP) for supporting and funding the publication of this article.

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