# Implementation of Child-Friendly Schools in Developing the Character of Pancasila Student Profiles in the Merdeka Curriculum

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**DOI : https://doi.org/10.61796/ejheaa.v1i12.1126**

| Sections Info | ABSTRACT |
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| | *Child Friendly School is a program to create a school environment that is peaceful, comfortable, and supportive of children's development. The program aims to improve the quality of education and character building of students by taking into account psychological and social aspects. Knowing the purpose of this research can provide valuable information for the development of educational programs and policies in the future. This researcher used a qualitative method using descriptive analysis. The method of writing this article uses data collection techniques obtained through observation, interviews, and documents. This research focuses on child-friendly schools in character development. The results of this research on SDN Kebangsaan 1 have made several efforts to create a child-friendly school including child rights-based curriculum documents, SDN Kebangsaan 1 has a learning design policy that prioritizes children's rights and builds the character of Pancasila student profiles* |

## INTRODUCTION

As an Indonesian citizen, education is a human right. That is stated in the Child Protection Law No. 23 of 2002. The goal is to nurture, rescue, and protect the child from violence. Child-friendly schools (SRA) are educational units that possess characteristics capable of providing protection for children's rights and will become the spearhead of implementing child-friendly teaching and learning activities [1]. In the Indonesian Law No. Chapter 1 of the National Education System Law of 2003, it is stated that education involves having a plan to create an environment and teaching-learning process, so that students actively create an environment and the learning process runs well, enabling students to actively realize their potential [2].

Child-Friendly Schools (CFS) are programs aimed at creating a safe, comfortable, and supportive school environment for children's growth and development. The implementation of this program aims to improve the quality of education and the character development of students by considering the psychological and social aspects of children. Therefore, it is important to create and realize Child-Friendly Schools (CFS) so that all children, regardless of their different backgrounds, can respect each other and avoid discriminatory behavior. In a child-friendly school environment, it is desired that children can grow according to their thinking abilities and can manage their emotions [3]. Character education in elementary schools can be realized through early childhood education, making it easier for teachers to transfer ethical values or human behavior. According to Yulianto (2016), child-friendly education means creating a learning

environment where children can learn actively, in an atmosphere that provides a sense of safety, rewards without threats, and motivation. Education that stimulates children is a process that allows a child to participate in class with enthusiasm and joy, rather than being burdened with learning at school. Thus, they can receive information correctly and participate in learning comfortably and safely [4].

This character is the identity of each individual shaped by their attitude, way of thinking, and polite values in facing their environment. This character is always formed by the perspective, thoughts, and actions of each individual. The implementation of the Pancasila student profile to shape student character. This character education is very necessary because it can apply knowledge to the character values of students [5]. The Pancasila Student Profile is a profile that educators are expected to develop after participating in the Merdeka curriculum training. The Pancasila Profile describes students in Indonesia as lifelong learners with global competencies who behave in accordance with the Pancasila Values, which have six main characteristics: Faithful to God Almighty and noble in character, global diversity, mutual cooperation, independence, critical and creative thinking [6].

The implementation of Child-Friendly Schools in character development according to the Pancasila Student Profile in the Merdeka Curriculum is expected to create educational success through several steps [5]. First, the school environment must be a safe and comfortable place for children. This involves physical aspects, such as building and facility security, as well as social aspects, such as bullying prevention and respect for children's rights. Teachers and school staff must be involved in creating an environment that supports the holistic development of children. Second, character education based on Pancasila values must be integrated into the curriculum. Learning materials about Pancasila and its application in daily life must be taught systematically. In addition, extracurricular activities that promote the values of Pancasila, such as social activities, community service, and religious activities, can also be carried out to strengthen the character formation of students.

Third, the active participation of students in making school decisions can be improved. Students can be invited to participate in discussion forums or student organizations that allow them to play an active role in the development of a better school. This will help enhance students' sense of belonging to the school and foster a sense of responsibility and leadership in accordance with the values of Pancasila. Fourth, effective communication between teachers, students, parents, and the community is also an important factor in the implementation of SRA and the development of Pancasila student character. Teachers and parents need to collaborate in supporting the holistic development of children. In addition, involving the community in school activities such as seminars, workshops, or service activities.

The policy on the Child-Friendly School Program (SRA) aims to fulfill, guarantee, and protect children through the child-friendly school program and to ensure that education can develop children's interests, skills, and abilities [7]. The implementation of child-friendly schools in shaping the behavior of Pancasila-profile students within an

independent curriculum can help create an environment that supports the development of students' character. Character education still needs to be improved in educational institutions today. There are still few observations of the attitudes and behaviors of students and educators that do not yet reflect character education. A safe, comfortable, and supportive school environment can facilitate effective and efficient learning [8]. In addition, child-friendly schools can help strengthen aspects that are part of the Pancasila student profile, such as cooperation and honesty. The implementation of child-friendly schools in an independent curriculum is very important to achieve the desired educational goals, namely to produce a generation of young people who are virtuous, tolerant, cooperative, kind, creative, and innovative [9].

The purpose of this research is to explain several factors that hinder the success of the implementation of the Child-Friendly School (SRA) program in shaping students' character in accordance with the independent curriculum of the Pancasila Student Profile. Understanding the purpose of this research, in its implementation, the Child-Friendly School aims to shape students' character in accordance with the independent curriculum of the Pancasila Student Profile, this research can provide valuable information for the development of educational programs and policies in the future.

**Literature review**

According to Risminawati and Rofi'ah (2016), this research aims to determine the implementation of child-friendly education in character formation among elementary school students in the special program of Muhammadiyah Elementary School in the 2013/2014 academic year. This research is qualitative in nature. The subjects in this study are teachers and students in elementary schools. There are three stages in the research process: the first is the pre-action stage, the second is the post-action stage, and the last is the post-action stage. Data collection was conducted through interviews, observations, and documentation. Next, the data will be analyzed descriptively and qualitatively: data reduction, data display, and conclusion drawing [10].

According to Agustinan (2019), this research aims to identify and describe the implementation of a child-friendly school design to empower five student characteristics, including: (1) the characteristics of the five character values that serve as a reference are SD Anak Saleh; (2) the design at the school centered on children to strengthen the five character values; and (3) gathering community efforts around the school to support the child-friendly school design that can enhance the five character values in students at SD Anak Saleh. This research was conducted using a qualitative approach and case study with the use of interview, observation, and documentation techniques. The results discuss these five characters, namely: (a) personal piety that emphasizes faith and morality, (b) social piety that emphasizes care, communication, and interaction, (c) natural piety that emphasizes environmental protection and love, and (d) intellectual piety, which emphasizes creativity, thinking, skills, and a balance between mind and heart; (2) child-friendly school-based design, including: morning routines, green mother communities, and extracurricular activities; (3) the efforts of the founders, including

teaching, training, and providing child-friendly facilities and infrastructure, divided into two areas related to school development and content [11].

According to Kusumawati (2022), this non-profit service aims to socialize the independent learning curriculum to implement the Pancasila Student Profile at the elementary school level. The plan was carried out personally at SD Al-Islam 2 Jamsaren Surakarta. The event went according to plan and was attended by 22 participants, including teachers from SD Al-Islam 2 Jamsare Surakarta. The method used is speaker socialization. The speaker talked about Merdeka Learning and how the Pancasila student profile helps create and design a curriculum that can be adopted and embraced by Merdeka Learning. One way to ensure the quality of education in Indonesia meets the demands of the times is through the implementation of an independent curriculum. In the Merdeka curriculum, students are not just the smart ones. However, it is also shaped by the values of Pancasila, which is referred to as the Pancasila student profile [12].

According to Subur et al (2019), this study explains about child-friendly schools to create a positive school culture. Additionally, it is also important to know whether the school has fully implemented the child-friendly school program or only partially, and what kind of good school culture will emerge from the implementation of the child-friendly school program. In this study, the author uses a descriptive qualitative method that describes the implementation of the child-friendly school program conducted at SDN Geger Tegalrejo. Data collection techniques were carried out by the author through observation, documentation, interviews, and questionnaires. The data analysis method used a descriptive method. Although the establishment of a child-friendly school program has not yet been fully realized at SDN Geger Tegalrejo, most have implemented the establishment of a child-friendly school program for their students. More or less, the school culture at SDN Geger Tegalrejo reflects a child-friendly school culture to provide encouragement and create a child-friendly school [13].

**RESEARCH METHOD**

In this study, the author used a qualitative method with descriptive analysis. The writing method in this article uses data collection techniques obtained through observation, interviews, and documentation. At the observation stage, the writer is directly involved in the daily activities of the observed object. Observation is conducted directly both inside and outside the classroom. At the interview stage conducted with the principal, homeroom teacher, and several class students. This research was conducted on the fifth-grade students of class V A at SDN Kebangsaan 1, designated as the research subjects, consisting of 30 students, including 20 female students and 10 male students. The method used in writing this article employs data collection techniques derived from observation, interviews, and documentation. This research focuses on child-friendly schools (SRA) in character development.

## RESULTS AND DISCUSSION

### 1. Merdeka Curriculum

The Merdeka Child-Friendly School Curriculum is an educational approach aimed at creating a school environment that supports the overall development and well-being of children. This curriculum aims to ensure that children feel safe, comfortable, and valued at school so that they can learn and develop to the best of their abilities. Here are some key principles of the Merdeka curriculum for child-friendly schools:

a. **Safety and Security:** In the "Merdeka" child-friendly school curriculum, the safety and protection of children are very important aspects. Below are some explanations about curriculum security and protection.

1) Security Policies and Procedures: The Merdeka Curriculum for child-friendly schools must include clear policies and procedures related to child safety and protection. This includes measures to prevent unauthorized access to school premises, appropriate surveillance precautions, and emergency prevention and response measures.

2) Safe physical environment: The goal of this curriculum is to create a safe physical environment for children. This includes monitoring the school environment to identify and eliminate potential hazards such as hazardous materials, broken equipment, or dangerous areas.

3) Safety Learning: The curriculum includes safety-related learning such as road safety, water safety, and first aid training. The goal is to convey the necessary information and skills so that children can recognize dangerous situations and take the necessary preventive actions.

4) Prevention of violence and intimidation: The Merdeka curriculum for child-friendly schools must include programs for the prevention of violence and bullying. This includes training in healthy conflict, effective communication, and non-violent problem-solving strategies. It is also important to teach children the importance of respecting and valuing the differences of others.

b. Active involvement: Active participation is one of the most important aspects of the Merdeka child-friendly school education. Here are some explanations about active participation in the curriculum:

1) Student participation: The Merdeka curriculum for child-friendly schools encourages students to take an active role in learning. This includes opportunities for students to participate in selecting learning topics, planning activities, and taking responsibility in groups or projects. This participation helps enhance students' motivation, social skills, and sense of ownership in learning.

2) Project-based learning: This curriculum encourages project-based learning activities, where students can engage in solving real-world problems and applying their knowledge in relevant contexts. Students actively participate in the planning, implementation, and evaluation of projects,

which helps them develop critical thinking, creativity, and collaboration skills.

3) Collaborative Learning: The Merdeka curriculum in child-friendly schools encourages cooperative learning, where students work in groups to achieve common goals. Students learn to listen to each other, respect each other's opinions, share ideas, and work together to find better solutions. This helps develop social skills and cooperation that are important in everyday life. D. Parental Involvement:

This curriculum also encourages parents or guardians to take a more active role in their child's education. Parents are invited to participate in school meetings, family celebrations, or joint projects. Collaboration between schools and parents enhances communication, strengthens interpersonal relationships, and supports the overall development of children.

c. Transparency and communication: Schools must ensure open communication among all members of the school community, including children, teachers, parents, and school staff. Here are some explanations about openness and curriculum communication:

1) Open communication: The child-friendly Merdeka curriculum encourages open communication between students, teachers, staff, parents, and the school community. This includes creating an encouraging atmosphere where students feel comfortable speaking, exchanging ideas, and asking questions. Open communication helps build strong relationships between all parties involved in the child's education.

2) Active listening: This curriculum teaches the importance of active listening in communication. Students are taught to give their full attention to the speaker, paying special attention to the issues being discussed and responding appropriately. Active listening helps strengthen interaction skills, build empathy, and understand others' perspectives. C. Communication Skills:

3) The curriculum of the Child-Friendly Independent School includes the development of effective communication skills in the learning program. Students are taught to express their thoughts, ideas, and feelings clearly and openly. In addition, they will be trained in presentation, negotiation, and conflict resolution skills. Good communication skills help students to communicate more effectively in different contexts. D. Dialogue and Discussion:

4) This curriculum encourages the use of dialogue and discussion as learning methods. Students are encouraged to participate in group discussions, debates, or collaborative projects where various thoughts, arguments, and opinions are exchanged. This helps students develop critical thinking and reflective thinking and appreciate diverse opinions.

d. Extensive training:

   1) This curriculum acknowledges that there are many aspects of child development, including physical, emotional, social, and cognitive. Schools must offer a comprehensive education that takes into account all the needs and possibilities of children. Here are some explanations about holistic education in the curriculum:

   2) General development of individuals: The Merdeka Curriculum for child-friendly schools aims to develop children holistically in physical, emotional, social, intellectual, and spiritual aspects. Comprehensive education takes into account the needs and opportunities of individuals thoroughly to create balanced individuals in different living environments.

   3) Theme integration: This curriculum encourages the integration of various subjects and learning experiences. For example, science concepts can be combined with art, mathematics with sports activities, or language with community projects. This integration helps students see the connections between various disciplines and understand the broader context.

   4) Comprehensive Skill Development: The Merdeka curriculum for child-friendly schools focuses on the development of holistic skills that encompass cognitive, affective, social, and psychomotor skills. In addition to academic skills, students are also trained in critical thinking, creativity, effective communication, collaboration, leadership, life skills, and emotional intelligence. The main goal is to help students grow into independent and competent individuals who are ready to face life's challenges.

   5) Development of values and ethics: The Merdeka curriculum in child-friendly schools encourages the development of positive values and strong ethics in students. Character education teaches students honesty, responsibility, empathy, cooperation, and an attitude of appreciating diversity. The goal is to develop a responsible, ethical, and social personality.

e. Awards and recognition: Children need to be awarded and recognized for their achievements, both academic and non-academic. This curriculum encourages the creation of an environment that promotes diversity and inclusion. Here are some explanatory points about recognition and acknowledgment in this curriculum:

   1) Recognition of achievements: The Merdeka Curriculum in child-friendly schools provides clear recognition of students' achievements in various fields, such as academics, arts, sports, leadership, and community service. Students who achieve outstanding accomplishments are awarded, whether it be certificates, accolades, or public recognition. This acknowledgment provides motivation and builds students' self-confidence.

2) Recognition for effort and improvement: This curriculum also rewards students for the effort and improvement they demonstrate. Recognition is not only given to students who achieve the highest accomplishments but also to those who have shown significant progress, overcome challenges, and worked hard. This helps encourage students to keep striving and improve their potential.

3) Recognition of cooperation and collaboration: The Merdeka curriculum in child-friendly schools also acknowledges cooperation and collaboration among students. Students who actively participate in group activities, collaborative projects, or community service programs are awarded for their cooperation and contributions. This recognition encourages an inclusive attitude, mutual respect, and teamwork.

4) Recognition of positive attitudes and character values: This curriculum rewards students for their positive attitudes, ethics, and character values. Students who respect others, are responsible, honest, and care for the social environment are acknowledged for their good behavior. This award helps build a positive school culture and strengthens the character development of students.

f. A pleasant learning environment: This curriculum supports the creation of an engaging, friendly, and inspiring learning environment for children. Schools can provide facilities and resources that enable children to explore, create, and learn in a fun way within the curriculum:

1) Comfortable facilities: This curriculum ensures the availability of comfortable and safe facilities for students. A pleasant learning environment includes well-organized, clean, and orderly classrooms. In addition, other spaces such as libraries, laboratories, sports areas, and art rooms are also designed to create a positive and inspiring atmosphere for students.

2) Creativity and visualization: A fun learning environment encourages creativity and visualization in learning. A classroom decorated with bright colors, paintings, posters, and engaging visual materials can create an appealing atmosphere for students. The learning space is also equipped with tools that facilitate creative exploration, such as interactive whiteboards, musical instruments, or art supplies.

3) Safety and cleanliness: A pleasant learning environment should provide a sense of safety and comfort for students. The cleanliness of the classroom and facilities must be well maintained. Furthermore, having clear security protocols and protection against all forms of intimidation or harassment is very important. Students must feel safe and protected at school.

4) Flexible space arrangement: A pleasant learning environment includes flexible space arrangement. Classrooms can be rearranged according to learning needs, whether in the form of small groups, activity centers, or

layouts that facilitate collaboration. Flexibility in space arrangement allows students and teachers to adapt to various learning methods and maximize social interaction.

g. Character education: The Merdeka Curriculum on Child-Friendly Schools also includes character education, which teaches moral values, ethics, empathy, cooperation, and responsibility to children. [14]. Here are some explanatory points about the enjoyable learning environment in the curriculum:

1) Creativity and visualization: A pleasant learning environment encourages creativity and visualization in learning. A classroom decorated with bright colors, paintings, posters, and engaging visual materials can create an appealing atmosphere for students. The learning space is also equipped with tools that facilitate creative exploration, such as interactive whiteboards, musical instruments, or art supplies.

2) Safety and cleanliness: A pleasant learning environment must provide a sense of safety and comfort for students. The cleanliness of the classroom and facilities must be well maintained. Furthermore, having clear security protocols and protection against all forms of intimidation or harassment is very important. Students must feel safe and protected at school.

3) Flexible space arrangement: A pleasant learning environment includes flexible space arrangement. The classroom can be rearranged according to learning needs, whether in the form of small groups, activity centers, or arrangements that facilitate collaboration.

4) Inclusive learning gaps: This curriculum ensures inclusive learning gaps, where every student feels accepted, valued, and supported in the learning process.

5) Through the implementation of the Merdeka Curriculum on Child-Friendly Schools, it is hoped that children can grow and develop optimally, achieve good academic performance, and become resilient individuals who care for the environment.

## 2. Character Education

Character education is an educational approach aimed at shaping good character and moral values within individuals. Character development not only focuses on the development of academic knowledge but also on the formation of positive attitudes, values, and skills [15]. Here are some important aspects of character education:

a. Development of moral values: Character education helps individuals understand important moral values such as honesty, integrity, responsibility, compassion, justice, and appreciating diversity. This requires learning ethics, understanding rights and responsibilities, and developing a good attitude towards oneself, others, and the environment.

b. Learn Empathy: Character education teaches individuals to develop empathy, which is the ability to understand and feel the emotions of others. This helps individuals become more sensitive to the needs,

suffering, and opinions of others, allowing them to be more empathetic and caring.

c. Development of social skills: Character education also involves the development of social skills necessary for interacting with others. This includes effective communication skills, collaboration skills, conflict management skills, positive leadership skills, and teamwork skills. These social skills are important for building healthy relationships and strengthening communities.

d. Diversity and inclusive learning: Character development teaches respect for diversity and inclusion. Individuals are taught to appreciate cultural, religious, social, and other identity differences. Character education promotes inclusion and social justice, teaching individuals to respect human rights and combat discrimination.

e. Learning about social and environmental responsibility: Character education includes understanding social and ecological responsibility. Individuals are taught to care for environmental sustainability, maintain environmental cleanliness, and participate in social and community activities.

f. Ethical learning in decision-making: Character education helps individuals understand and apply ethical principles in decision-making. Individuals are taught to consider the ethical consequences of their actions, to choose the right path, and to act in accordance with the moral values they have learned [16].

g. Character education is a comprehensive educational approach aimed at nurturing honest, responsible individuals who can make a positive impact on society [17].

**3. Child-Friendly School**

A Child-Friendly School (CFS) is an educational approach that emphasizes creating a pleasant, safe school environment that supports the holistic development of children. The main goal is to create an atmosphere that makes children feel comfortable, safe, motivated, and enthusiastic about learning. Here are some principles and practices for child-friendly elementary schools:

**a.** Safety and Security: Child-Friendly Elementary Schools must implement policies and actions that ensure the safety and protection of children from various forms of violence, abuse, and physical and mental harm.

**b.** Active involvement: Children should be encouraged to take an active part in the learning process and decision-making at school. They can have the opportunity to express their opinions, participate in extracurricular activities, and help organize events at school.

**c.** A pleasant learning environment: Schools are important in creating an engaging, creative, and enjoyable learning environment for children. This can be achieved through the use of innovative learning methods, including

visual media, educational games, and activities that encourage active participation.

d. Competency-Based Learning: Child-Friendly Elementary Schools not only focus on academic success but also on the development of life skills, which include social, emotional, critical thinking, communication, and teamwork skills. The development of these skills can be encouraged through project-based learning or thematic learning.

e. Communication and Cooperation: Child-friendly elementary schools encourage good communication between teachers, parents, and students. Good cooperation between teachers and parents to monitor students' development can provide constructive input and mutual support to promote students' development.

f. Recognition and Acknowledgment: Children should be valued and recognized for their achievements both in academic and non-academic environments. This may include giving certificates, gifts, and awards at school to recognize the child's achievements.

g. Participatory access: Child-friendly elementary schools must adopt an inclusive approach that values and considers the diversity of individual children, including the needs of children with special needs. Individual differences must be taken into account when designing and implementing lessons and promoting them accordingly.

Child-friendly schools (SRA) can create an environment that supports students in reaching their full potential and encourages them to comply with the Ministerial Regulation on PPPA No. 8 of 2014. There have been several efforts made by teachers to implement SRA in learning as follows:

1. **Documents on the curriculum and child rights-based learning planning**

Documents on the curriculum and in planning the child rights-based learning process are important tools in implementing child-friendly schools and instilling the Pancasila student profile in the independent curriculum. To comply with the SRA indicators outlined in the government regulation PPPA No. 8 of 2014, which states that one of the SRA indicators is a child rights-based curriculum document, SDN Kebangsaan 1 provides guidelines to create learning that prioritizes children's rights. The curriculum document mentioned in this study is the curriculum and lessons.

In planning lessons, always demonstrate the implementation of children's rights as outlined in the curriculum and lessons. The Learning Plan created by the teacher is in accordance with the students' ability to follow the lessons. The implementation of children's rights as stipulated in the curriculum and lessons takes place during the teacher's preparation stage. From the interview materials, it appears that educators choose a learning model that is not boring for their students. Based on the information and interview results, it can also be determined that educators can select a learning model that is liked by the students. According to the interview results with the teachers, it can also be known that teachers have a significant influence on the classroom design

that considers children's rights. The determination of teaching conditions is entrusted to each class teacher, involving the students.

## 2. Learning Process

Studying at school is the responsibility of a teacher. In its implementation, teachers base their actions on school policies to ensure they do not deviate from the vision and mission of SDN Kebangsaan 1. Teachers not only manage teaching materials in student books, but they can also independently develop teaching materials according to their abilities. The level and learning environment of students. When preparing the material, the teacher does not differentiate based on gender, race, ethnicity, socioeconomic status, and place of residence. This development is also carried out by the teacher by connecting existing basic skills with the students' conditions at that time.

By communicating information and materials, teachers can develop content that is more suited to the students' abilities and learning environment. For example, while observing the lesson in class VA, the teacher told a story about religious diversity in Indonesia at that time. In this lesson, the teacher prepared a story about religious diversity in the school environment. Students were encouraged to engage in learning about religious diversity in the school environment.

During the learning activities in the classroom, teachers can provide an opportunity for students to learn about local culture through various activities. In learning that applies enthusiasm for local culture, it can be done in various forms related to the subjects covered in school. In its implementation, teachers can use a good learning environment both inside and outside the classroom. The environment can also be classified as a learning resource that can be utilized in educational activities.

## 3. Implementation of facilities and infrastructure for Child-Friendly Schools

The presence of comprehensive and high-quality facilities and infrastructure that greatly support the implementation within the school. The school strives to the best of its ability to design the implementation of facilities and infrastructure by allocating and investing a budget that is not excessive. All indicators are managed well and carefully to avoid any undesirable outcomes. Child-friendly school facilities and infrastructure pose a danger or are safe for children and must prevent undesirable occurrences at school [18].

Facilities and infrastructure must be in good condition to support all school activities. The learning process in the classroom can also be influenced by a good location, which does not have to mean expensive [3]. Adequate facilities and infrastructure are important for students' learning needs. The place and infrastructure do not have to be expensive, but the main thing is that they must meet the needs of the students. A clean school environment and well-designed or tidy classrooms make the school an engaging place and provide a sense of comfort for students [19].

## 4. The results of character development in the Pancasila student profile

Based on the research study by Khafi (2022), the Pancasila Student Profile is a mandate from the President of the Republic of Indonesia in accordance with the Minister of Education and Culture's Decree Number 20 of 2018. The Pancasila Student Profile is a directive that contains its direction and vision. He stated: "The national education system

must prioritize values of divinity with strong character, noble morals, and excellence in innovation and technology."" [6].

In order to improve the quality of students, in line with the concept of independent learning, teachers are committed to taking the initiative and providing materials and examples to students. In the formation of character, Pancasila students embody the profile of the Indonesian nation at the national and international levels. A learner thrives when they apply lifelong learning and their own global expertise and behave according to the values of Pancasila. The characteristics of the Pancasila student profile are: faith in the One and Only God and noble character, global diversity, mutual cooperation, creativity, critical thinking, and independence [6].

As the character of Pancasila develops in a cycle, education plays an important role in strengthening and developing the same character, such as fostering the independence of students from early childhood to adulthood. This is also in accordance with the mandate of education in Article 3 of the National Education System, which states that the mandate of national education is "to develop skills and shape character" or competence and character. The Pancasila student profile can be created from an early age in educational institutions. and will continue until everyone graduates from high school and is ready to continue to higher education or visit the wider community and the industrial world. In fact, character and competency development are expected to last a lifetime [20].

a. Character education at the child-friendly school SDN Kebangsaan 1 is one of the main objectives of education, aimed at nurturing individuals with integrity, strong moral values, and the ability to interact and work with others. Here are some outcomes that can be achieved through character building in child-friendly schools:

b. Strong ethics and morals: Character education helps children understand the difference between right and wrong and develop their understanding of ethics and morality. They learn to respect others, act honestly and fairly, and be responsible for their actions.

c. Empathy and Care: Through character development in child-friendly schools, children learn to develop empathy, which is the ability to understand and feel the emotions of others. They pay more attention to the needs and suffering of others and are willing to help and support them.

d. Effective communication skills: Building character also involves developing effective communication skills. Children are taught to express their opinions and thoughts clearly, listen well, and build healthy relationships through positive communication.

e. Conflict management skills: Child-friendly schools help children understand conflict as a part of life and equip them with skills to manage and handle conflict constructively. You will learn to resolve differences peacefully, cooperate, and find mutually beneficial solutions.

f.  Confidence and Flexibility: Through character building, children develop a positive sense of self-confidence and possess strong resilience against challenges and failures. They learn to overcome fear, face challenges with determination, and achieve goals with enthusiasm.

g.  The ability to collaborate and work in teams: Character building in child-friendly schools involves teamwork and the development of cooperation skills. Children learn to work together, listen to others' opinions, appreciate each team member's contributions, and achieve common goals.

h.  Social and environmental responsibility: Character development also includes children's understanding of social and environmental responsibility. They are taught to take care of the school and community environment, participate in social activities, and become responsible citizens who care about environmental sustainability.

## CONCLUSION

Child-friendly schools are educational units that have characteristics capable of protecting children's rights and can become the spearhead of implementing child-friendly teaching and learning activities (Wuryandani & Senen, 2018). The objective of the Child-Friendly School Program (SRA) policy is to fulfill, guarantee, and provide protection for children in child-friendly schools and to demonstrate that education can determine children's interests, skills, and abilities, allowing adults to utilize and develop their potential without fear [7]. SDN Kebangsaan 1 has made several efforts to realize a child-friendly school that meets the indicators (SRA) required by regulation No. 8 of 2014, which explains that one of the indicators (SRA) is a child rights-based curriculum document. Therefore, SDN Kebangsaan 1 has a learning design policy that prioritizes children's rights. Curriculum and learning documents based on children's rights. The child rights-based curriculum and learning plans are essential tools for the implementation of child-friendly schools and for embedding the Pancasila student character profile in the independent curriculum.

In the learning process that takes place in the classroom, the teacher does not direct the teaching materials solely to the student book, but can also independently apply teaching materials that are appropriate to the students' abilities and learning atmosphere. By communicating information and materials, the teacher can develop materials that are more in line with the students' understanding and learning atmosphere. Child-friendly facilities and infrastructure must not pose any danger or risk to children and must prevent any undesirable incidents in schools [18]. Facilities and infrastructure should be considered for the needs of students and not just teachers. Good facilities and infrastructure can enhance a sense of peace and well-being for all members of the school community. Through this character formation, students will understand Pancasila, which represents the profile of the Indonesian nation at both national and international levels. A student grows when they apply lifelong learning and their own global skills and

behave according to the values of Pancasila. The characteristics of the Pancasila profile are: Faith in the One and Only God and noble character, global diversity, mutual cooperation, creativity, critical thinking, and independence. Character education at the child-friendly school SDN Kebangsaan 1 is one of the main objectives of education aimed at shaping individuals with integrity, strong moral values, and the ability to interact and cooperate with others.

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