Implementation of Child-Friendly Schools in the Success of Character Programs in the Independent Curriculum in Muhammadiyah 1 Krian Elementary Schools

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Abstract. The implementation of the free curriculum at the muhammadiyah elementary school has been done with the purpose of strengthening character education through the pancasila student profile. The 1 krian elementary school for muhammadiyah has adopted the islamic and bilingual concept of a friendly school for children. The study USES a phenomenon's qualitative research approach. Data collection techniques through observation, documentation, and interviews. The data analysis technique using miles & huberman interactive model analysis. The implementation of free curriculum at the muhammadiyah primary school continues to strive to achieve the primary purpose of the curriculum implementation, which is to strengthen character education through the pancasila student profile. In application, however, it is clear that challenges cannot be ignored. Implementation of the child-friendly school concept in the Character Elementary School (SD) program in the Independent Curriculum is important to improve children's personality learning. Child-friendly schools create safe, peaceful and enjoyable areas, which pay attention to children's physical, psychological, social and intellectual needs. This can increase children's self-confidence, empathy, social skills, learning motivation, and active participation in school activities.
Keywords – Character Education; Friendly School for Children; Free Curriculum

I. INTRODUCTION

Character education becomes a major focus in curriculum development in Indonesia. One of the efforts is to implement the concept of a gender-friendly school as part of the characteristic 1 krian elementary school program on the free curriculum. This article considers the importance of the implementation of child-friendly schools in support of successful character education programs at a basic level. Through a comprehensive literature review, the article describes the concept of a friendly school, the benefits it brings to the development of a child's character, and the strategies and challenges in its implementation. Using data from credible sources such as books and journals, this article presents a solid basis for a child-friendly school approach to improving character education in elementary school. Primary school character education is an important foundation in shaping the personality and morality of future generations. Along with the age of development, the concept of character education has evolved, and one of its approaches is the implementation of a child-friendly school. The character-based elementary school program on the independent curriculum provided the right tool for realizing the concept.

According to (novitasari, 2018), a child-friendly school is an educational environment that gives special attention to the needs and rights of the child in the teaching process. These include physical, psychological, social, and intellectual aspects. In the context of elementary school, this concept emphasizes the creation of a safe, comfortable, and pleasant environment for children. The benefits of children's friendly schools for the creation of children's character the implementation of a child-friendly school provide significant benefits for child formation. According to (Jones, 2016), a supportive environment caring for a child's needs can boost confidence, empathy, and social skills. In addition, children also tend to be more motivated to learn and participate actively in school activities. Free curriculum in Indonesia has been integrated with a child-friendly school concept focused on both student competence and character development through learning groups around important issues in the concrete context around them. The implementation of a child-friendly school in the free curriculum at the 1 kish elementary school can help improve the quality of education and develop a

better child character. In this context, friendly schools can help students develop better attitudes and behaviors, and improve their ability to interact with society. In the implementation of the free curriculum, child-friendly schools enable teachers to develop more diverse and interactive learning strategies, such as learning groups and themes-based projects. These can help students develop critical and creative thinking ability and increase their participation in the learning process. In the context of education-based learning, the problem of based learning can be integrated with various other learning models and methods to create an interactive, collaborative, and fun learning environment. The problem of based learning enables students to actively participate in the learning process, to develop critical thinking skills and uninhibitions, and to improve communication and cooperation ability. In this approach, students are given the task of solving problems or projects that are relevant to the materials studied, so they can practice concepts and theories learned in a broader and applied context. In terms of child kindness, the problem of based learning can be integrated with strategies that address the psychological, social, and physical aspects of students' needs. For example, teachers may use the problem-based learning model based on STEAM (Science, Technology, Engineering, Arts, and Mathematics) To develop students' ability to solve problems and think critically, and to increase their awareness of the importance of technology and innovation in daily life.

The free curriculum, which was introduced by the Indonesian government, has the goal of developing students' character through education that is more effective and relevant to the development of The Times. The program focuses on the development of the pancasila student's profiles, which reflect pancasila values such as faith, education, noble character, thorough insensitivity, critical reasoning, cooperation, independence, and creativity. The program is also designed to help students develop such high values as honesty, discipline, responsibility, and empathy through inspiring stories and great character experiences. In addition, free curriculum also focuses on the development of student entrepreneurship and creativity, strengthening students' character with a holistic, educational approach and providing valuable tools in the face of life's challenges. Independent curriculum facilitates the development of students' character through curriculum, extracurricular activities, and integrated extracurricular activities. This is done to help students develop softskill and characters that fit the profile of the pancasila student. In the curriculum, inclusion is reflected in the application of the pancasila student profile, such as global diversity and morality to others, and in project-based learning. A person's character is shaped by habits, attitudes taken in the face of circumstances, and values received from the surroundings. Therefore, implementation of positive character is vital in order to build up a younger generation of better characters. In the free curriculum, students are not only shaped to be intelligent, but also characterless. Teachers play a vital role in shaping student character, not only by commanding but also by being exemplary and carrying out real-life actions that students can understand. Teachers are obliged to be "teased and imitated," setting a good example for their children. The program also enables teachers to use learning groups and share in good performance in each school, so that all schools can implement free curriculum without considering whether the service is adequate or not. In the study, background of the implementation of children's friendly schools to successfully succeed a characterless program on the free curriculum at 1 krian elementary school focused on how implementation of positive character can help improve education quality and develop better child character. It is hoped that this study will provide support for a more effective and interactive curriculum development in improving children's character.

II. METHODS

The study used a qualitative approach to followup the implementation of friendly schools in achieving character programs on the free curriculum at 1 muhammadiyah elementary school. A qualitative approach enables researchers to understand deep experiences, perceptions, and practices that take place in the field. The study has been conducted through case studies at the sakri elementary school that have implemented the implementation program of a child-friendly school for a successful character program on the free curriculum. The data collection techniques used include participative observations, in-depth interviews with relevant stakeholders (teachers, students, parents), and policy related document analysis and implementation guidelines.

The data gathered is then analyzed using miles and hubermans interactive model analysis to understand how friendly children schools contribute to student character development through free curriculum. The interactive miles and huberman model of analysis is a data analysis model used in qualitative research. It is developed by miles, huberman, and saldana (2014) and consists of three key components: data reduction, data presentation, and deduction drawing. In miles and huberman, the data-analysis activity includes: data presentation, data reduction, data verification, and deduction drawing. It is invaluable in qualitative research, especially in complex data analysis and requires deeper interpretation.

In the implementation of a friendly school of children, the 1 Krian elementary school prioritizes student development of character through the pancasila student profile. Teachers and students work together to develop programs that enable students to have freedom and freedom in developing their abilities and interests. The program is supported by adequate services and the resources provided by the government. In data analysis, the study found that the gender-friendly school at 1 krian elementary school was still in the process of implementing an independent curriculum. The principal and the entire school force do not give up trying to achieve the primary purposes of the curriculum application, which is to establish superior human resources and high competitiveness, and to strengthen character education through the pancasila student profile. However, there are still some challenges to meet, such as the need to increase and supplement the infrastructure, growing teacher's work responsibilities, and issues from school-related and parent-related parties. In synthesis, the method of friendly schools at the muhammadiyah elementary school 1 krian centers on curriculum development that is more inclusive and character-based, using qualitative research approaches to phenomenon and interactive analysis methods. Research indicates that a friendly school of children is still in the process of successfully implementing free curriculum, but it will need both funding and services provided by the government and improvements of the teachers 'infrastructure and workload reduction to achieve the ultimate goal of the curriculum implementation.

III. RESULTS AND DISCUSSION

A. Implementation strategy for a child-friendly school

Implementation strategies for child-friendly schools involve several steps designed to achieve more effective and inclusive educational goals. Curriculum designed for friendly schools should take into account the needs and potential of students, as well as meet national standards of education. The curriculum is required to include modules that are relevant to the lives of students and allow students to actively participate in the education process. Teaching media that matches student characteristics may help improve education. These teach media can be books, visual AIDS, or visuals and adapted to each student's learning style. Interactive and fun learning can help students become more active and participate in the learning process. It can be done by applying learning by innovative and creative methods and by creating games related to the materials learned. The development of social skills such

as communication, cooperation, and conflict resolution can help students be better prepared to interact with other students and teachers. This strategy can be done by involving students in activities that require cooperation and communication. Effective supervision and evaluation can help ensure that a child's friendly school is well under way and that it reaches a coveted goal. It can be done by regular supervision and evaluation and collecting feedback from students, teachers, and parents. Cooperation with parents and communities can help to enhance participation and support for child-friendly schools.

The strategy can be done by involving parents and communities in school activities, as well as by providing clear and accurate information about child - friendly schools. The development of teacher skills, such as innovative and creative teaching skills, as well as the ability to identify and solve student problems, can help improve the quality of education in a child-friendly school. This strategy can be done by providing training and skill development of teachers. Developing tools and infrastructure that suit students' needs can help improve the quality of education in a child - friendly school. These strategies can be done by renewing and complementing the infrastructure, and ensuring that the facilities available are safe and comfortable for students. An inclusive and inclusive school cultural development can help create a safe and comfortable learning environment for students. This strategy can be achieved by applying values such as equality, honesty, and adaptability in school cultures. Developing students' skills, such as critical thinking skills, communication skills, and adaptable skills, can help students be better prepared to interact with the surroundings. This strategy can be done by giving training and student skills development.

Employee competence and certification development programs, as presented in, can help improve the social skills of teachers and school staff. Social skills like communication, teamwork, and conflict management are essential to creating a gene-friendly school environment. The micro teaching program, as described in, can help improve teacher and school teaching skills. Better teaching skills can help create more effective and efficient learning areas.

A fitting project adopted in elementary school, as explained in, can help increase students' awareness of the importance of recycling and separating organic and inorganic garbage. This kind of environmental awareness can help create an ecological culture in schools. Problem-based learning can help increase student involvement and awareness in the learning process. In child friendly school indicators increased to gauge the success of child friendly schools that include six major sections, such as the child's active participation in programmed activities and developing participation because they suit the needs of the child. This indicator can be helpful in determining the extent to which a child's friendly school program has reached its destination and how much further it needs to be increased. In the steps of implementing a child-friendly school involves discussion and constructive criticism to build awareness and understanding of the concept to all parties involved. Such constructive discussions and criticisms may help in determining the extent of the program to be effective and how much further it needs to be increased. Applying these strategies can help friendly schools become effective and inclusive learning places and help students be better prepared for interacting with the environment.

B. Challenges in implementation

The implementation of a child-friendly school is also faced with challenges. One is the limited resources, both in financial terms and in human power. Moreover, resistance from certain individuals who do not understand the concept is also a necessary obstacle. A friendly school requires a special curriculum designed to support the child's friendly school prosalt, it prioritizes student development

of character, social skills, and not just academic achievement. Teachers and students must develop and implement a child-friendly school program, obliging educators to have the ability to teach disciplined without violence and prioritize children's rights. Students must be given opportunities to participate actively in aspects of school life, including in direct experiences and real-life projects. Child participation can be challenging if some students do not understand the purpose of learning that their teachers want to achieve, the means and infrastructure of school must be child friendly, including facilities that enable children's active participation and character development. Limited facilities and infrastructure available in schools can be a barrier to the implementation of child-friendly schools.

The principle of George Edward iii notes that one performs an efficient program by obtaining energy resources that involve amplifying power, especially human resources. The human resources of the 1 pound muhammadiyah elementary school in carrying out a child-friendly school program is measured from teacher sakri's teaching ability. The team of teachers and education of sakri was 30 educators. Thus, that for educators and educationists in formulating the problem of implementation of child welfare school programs at sakri. The teacher's harmony at sakri can be seen in the way teachers teach. This was demonstrated by the student's response that the teacher's teaching style improved and gave freedom of speech and educators did not apply physical punishment to student sakri. (fahmi, 2021) Reinforcing the explanations first, children are content with playgrounds and rooms filled with green plants. At sakri has a versatile field zone, a courtyard on the classroom terrace. Sakri has gift posters and 3-language learning posters and it's easy for students to memorize, as well as signs or area boards so that students can readily obtain area guidance information. Sakri has space and program that meets the minimum health standards by obtaining beds, hand washing, and bathrooms. Not only that, in the school health business (the nurse) there is also a dialogue room for the school health care team to deliberate, coordinate, or carry out learning about health. Sakri has a healthy cafeteria. In an effort to realize a special especially friendly school the elementary school has several parts to attend to.

Planning on a typical child - school program begins with a case tied to the rights of a child that continues to be so worrisome that it needs to be addressed, an arrangement or a child - friendly school can be used when solving a case with the application of a child's special rights at school. Various strategies arranged next will be included in the procedure options listed on guidelines for the development of child protection activities and learning programs that end up at child friendly schools. Policy options in the form of a child-friendly school program would venture deep to view the benefits once done. Recommended child - school programs should not be based solely on prescriptive applications but also on duty to find encouragement from various stakeholders (alfina & anwar, 2020). The provision of a child - friendly school provides part of the commitment in writing as a link between school and stakeholder. So schools and stakeholders come together and share the best of impulses, morals, finances and facilities, and are responsible for the implementation of child - friendly schools. This written commitment indicator has anti-violence policies that are in the decree, implementing procedures, avoiding school dropouts, commitment to practice friendly schools, child education, commitment to a smokel-free environment and narcotics, psychotropic, and addictive substances. Safe commitment from disaster, integrated health modules, living areas into the educational process, supervise all student activities, cooperation with parents overturn child history. The size of a child-friendly school that is a strategy for solving both academic and non-academic problems. A child deserves to have a learning facility according to current learning standards. In the matter listed child health services. Analysts do not create data on health facilities regularly, although schools already have cooperation with the medical center. Health facilities are tried at all times, according to school requirements. Being healthy is not only physically ill; it is also psychological and socially appropriate.

School health includes facilities and strategies in schools that are applied to promote bodily health, psychological and social growth of students. There is a linear link between child health and group efficiency and academic success reduction. Thus structured physical, psychological and social health facilities are meant for children atan early age.

C. Implementation case study at a sakri elementary school

The illustration of the concept already discussed, the case study illustrates how 1 krian elementary school successfully implemented a child-friendly school approach in support of a characterless primary school program on independent curriculum. Through collaboration among all concerned, the school has succeeded in creating an environment that facilitates holistic development of children's character. In several case studies, the implementation of child-friendly schools has been made at several elementary schools in Indonesia. For example, at the 1 krian elementary school, the application of friendly children schools was done through the interpretation stages, the organizing stages, and the application stages. The interpretation stage involves socializing of the entire school and parent participants through competence and writing. The organizational level that follows the school organization, and the application phase that includes anti-violence education, a pleasant learning process, disaster risk reduction education education education, support tools and infrastructure.

The study considers the application of a gene-based school strategy at the Elementary school of muhammdiyah 1 krian, which is a primary islamic school that incorporates a holistic curriculum that includes religion and life skill. Research shows that muhammadiyah 1 krian has met the criteria of a friendly school of children with statements of being a kinder school of children, educators and educational people who take training on the rights of children, the tools and infrastructure that support children, child participation, and parental participation in the application of friendly schools. Application of a friendly school also has a purpose to build a child's confidence. Confidence is an essential capital for a child's development, and the presence of confidence enables them to grow and compete effectively. Sometimes, though, adults can damage their confidence. These programs include principles such as nondiscrimination, the best interests of the child, and priorities on the right of life, survival, and development of the child. The learning process is also carried out with a pleasant, affectionate, and free approach against students, both inside and outside of class. In the implementation of a child-friendly school, it is important to make sure that each child has the same opportunity to enjoy educational rights without discrimination based on gender, nationality, religion, or parental background. These include prohibitions against violence and discrimination between learners, restrictions on similar behavior by educators and educational workers, and restrictions on physical or other forms of punishment that might interfere with child development.

School character education is meant to address violent behavior. Education consists of academic optimizing and optimizing attitudes, such as social interaction between students with friends and teachers and thus embody school cultures that are either impersonal or harmonious. Students are given opportunities to perform such actions as kindness, honesty, and responsibilities taught by friends and teachers. (gergely, 2024b).

IV. CONSLUSION

The conclusion of the article is that the application of the concept of child-friendly schools in a character-based primary school program on free curriculum in Indonesia is crucial to improving child personality learning ata lower level. Friendly schools provide safe, sound, and enjoyable areas that care for a child's physical, psychological, social, and intellectual needs. This can boost

confidence, empathy, social skills, learning motivation, and the children's active participation in school activities.

The implementation of a child-friendly school also supports the development of a student's profile of pancasila, which includes such high values as integrity, discipline, obligation, and empathy. Thus, free curriculum is intended not only to enlighten students but also to shape their character, making them better individuals in the face of life's challenges. The implementation of child-friendly schools on independent curriculum in Indonesia is essential to improving student character education in elementary schools. By creating safe, comfortable, and supportive learning environments, friendly schools play a significant role in developing students' confidence, empathy, and social skills. The free curriculum, which focuses on project based learning and the development of the pancasila student profile, enables teachers to apply interactive and varied learning methods, so that students can develop critical, creative, and collaborative thinking abilities.

Teacher's role as an example is essential in shaping student character, while community collaboration in schools helps ensure effective implementation of this curriculum. It is hoped that this study will provide significant support in the development of an interactive and effective curriculum to improve the quality of education and the character of students. Teachers play a key role in shaping student character through real examples and actions. The program also encourages community learning in schools, ensuring that all schools can implement good independent curriculum. The study aims to contribute in the development of a more effective and interactive curriculum to improve the quality of education and character of children at the 1 point muhammadiyah elementary school.

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