CAMPUS STUDENT EFFORTS TO TEACH TO DEVELOP CHARACTER OF ELEMENTARY SCHOOL STUDENTS THROUGH CHILD-FRIENDLY EDUCATION

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Abstract The development of student character through religious values is a necessity and a necessity. Child-friendly education is a way to grow student character. Child-friendly education is carried out by teachers and all parties related to student character development. This study aimed to determine the role of campus students teaching class three in shaping student character in the education unit where students are assigned. The study used a descriptive qualitative approach. The research subjects were 30 elementary school students. The research was conducted at the school that was the teaching campus's target, SD Negeri Rejosari 02, East Java. The results showed that the efforts of Campus Teaching students in developing student character through child-friendly education, providing motivation to maintain good consistency, through habituation, utilizing school facilities, and civilizing 5S. Student character becomes an important thing to be developed in students. To create a better future generation.
Keywords Campus Student; Character; Child-Friendly Education

A. INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) has eight forms of program activities, namely student exchanges, internships/work practices, teaching assistance in education units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects, and village building/thematic KKN (Directorate of Education) (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan, 2020).. General of Higher Education Ministry of Education and Culture, 2020). An independent campus is a means to achieve SDGs/TPB 20230 (Falah, 2021). Separate campuses allow students to seek learning experiences outside their study program. The statement is also a step toward improving the quality of education initiated by the minister of education, Nadiem Makarim.

One of the eight MBKM activities is campus teaching assistance in education units. The teaching campus provides opportunities for students to hone their leadership and character and have learning experiences (Anwar, 2021). In addition, through this program, it is hoped that there will be an increase in the effectiveness of the learning process in the emergency conditions of the Covid-19 pandemic because online learning has the risk of losing an effective learning process (Malyana, 2020).

Implementing a teaching campus aims to empower students who collaborate with schools. Through the campus teaching program, students have activities that are their responsibility in assisting learning activities, assisting technology adaptation, and assisting administration at the school where they are assigned. The campus teaching scope includes learning in all subjects that focus on literacy and numeracy. Technology adaptation by helping implement technology-based 4.0

learning systems, such as using applications in online learning. And includes matters related to the administration of education and school administration.

Character education is a system of teaching character values to school members, including knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty (YME), oneself, others, the environment, and nationality So that they become human beings (Anwar, 2019). Character education is a deliberate effort to help a person he can understand, pay attention to, and practice core ethical values (Lickona, 2012).

Child-friendly education creates a conducive learning environment (conducive learning community) so that children can learn effectively in an atmosphere that provides a sense of security, rewards without threats, and encouragement. Child-Friendly Schools (SRA) have now become the government's attention. This is driven by the commitment of the Indonesian people to provide protection and education rights to realize the vision of Indonesian children who are healthy, intelligent, cheerful, have noble character and love the homeland (Subur et al., 2018).

Child-friendly schools, in this case, are understood as educational institutions that provide all children's rights in full, as well as classroom and school management. The Child-Friendly School Program applies the 3Ps: provision, protection, and participation (Alfina & Anwar, 2020).. The involvement of Teaching Campus students who prioritize character education through child-friendly education is encouraged to give children a fun learning experience. It can provide a learning experience that favours students.

Previous research on Teaching Campuses has been widely studied, and child-friendly has been carried out, research studies(Rahmawanti et al., 2022); (Munawar et al., 2021); (Simatupang & Yuhertiana, 2021); this study examines student perceptions of the MBKM program policy. While studies on teaching campuses have been reviewed by (Nurhasanah & Nopianti, 2021); (Adellia & Ika Pasca Himawati, 2021); (Rezania & Rohmah, 2021), as a whole are focused on the implementation of campus teaching

Research on character and child-friendly education has been widely studied. Previous research on character education and child-friendly character education results in children avoiding bullying by making positive habits (Wahid & Purnomo, 2020). Then the analysis study of the child-friendly school program resulted in an increase in the character of the child after the implementation of the child-friendly school program, which resulted in the positive effect of the Child-Friendly School Program on the surface of early childhood (Nuraeni et al., 2019).

Based on previous studies, there have not been many research studies on the role of teaching campus students that have not touched on character education in students through child-friendly education, so this is a novelty of this research. This study aimed to determine how the Campus Teaching students' efforts were in developing student character through child-friendly education. This research is expected to be useful for further researchers regarding campus teaching and can provide a wealth of knowledge.

B. METHODS

This study uses a descriptive qualitative approach that seeks to explore and find results in depth. The informants of this study were university teaching students, teachers, school principals, campus teaching supervisors, students and parents. The research was conducted at schools targeted by the teaching campus, SD Negeri Rejosari 02, in Madiun Regency.

Data were collected through observation, interviews and documentation. The collected data was then analyzed using Milles and Huberman analysis (Miles & Huberman, 1992). Activities in data analysis are data reduction, presentation, conclusions and verification. Data triangulation tested the information for validity, including the credibility of the data.

C. RESULT & DISCUSSION

Based on the research conducted, the research findings regarding the efforts of campus students to teach in developing student character through child-friendly education are as follows: *First*, students teach to increase students' awareness to have good character by motivating students; students need the motivation to provide education in a conscious and planned manner. Stimulation is carried out intensely when students provide learning in class.

Second, efforts to build a good character for someone through habituation. Habituation is done by applying discipline. Building character in children that makes positive character is to habituate and repeat various good behaviours. The formation of national culture is not only carried out in schools through a series of teaching and learning activities and outside of school, but also through habituation (habituations) in life, such as religion, honesty, discipline, tolerance, hard work, love, peace, and responsibility (Supiana & Sugiharto, 2017).

Third, shape character through the use of facilities to realize child-friendly education. Students also recognize this by utilizing various school facilities such as supporting facilities and infrastructure, school culture, extracurricular programs, habituation learning, playing facilities, interests and talents and various other indicators. Child-friendly schools are expected to create a comfortable, calm learning atmosphere to develop students' interests, skills and potentials through their development and growth (Hasibuan & Rahmawati, 2019).

Child-friendly education applied in schools, either directly or indirectly, aims to form a good character for students. Character education is not only a requirement of laws and government regulations but also of religion. Schools must create a conducive atmosphere so that children feel comfortable.

At least several things must be understood in realizing child-friendly schools, namely: Children are actively involved in solving problems related to their future, family and environment, giving children rights in supporting development and growth to develop their potential, providing space for children with how to provide infrastructure to play, interact and be creative with peers and teachers must be able to ensure comfort, and instil respect for differences of opinion (race, ethnicity, culture and religion).

Whereas in Islamic education, child-friendly education focuses more on the bond of love and affection that prioritizes togetherness rather than fighting. And can express its potential; in essence, the child-friendly school program is a school that creates safe, friendly, and fun conditions for students so that students are more concentrated on learning.

Fourth, Campus Teaching students cultivate 5S (greetings, smiles, greetings, courtesy and manners), instil Pancasila values, increase habituation (riyadhoh), improve infrastructure, and improve quality and education. Education is not only explaining how to guide, teach and train but how to cultivate goodness. Cultivating virtue is not an easy matter in an institution or school. Schools which become a place for humans must prioritize comfort in interacting. The interaction will look good if the feedback is good. Therefore, the task of educators is not only to be educators, teachers and trainers, but educators must better understand the characteristics of their students, especially in interaction.

D. CONCLUSION

Teaching campus students to grow character through child-friendly education is an effort that needs to be done besides being carried out by teachers because campus teaching is one of the government programs in providing students' abilities to have an impact, especially on student character learning. The results showed that the efforts of Campus Teaching students in developing student character through child-friendly education, providing motivation to maintain good consistency, through habituation, utilizing school facilities, and civilizing 5S. Student character becomes an important thing to be developed in students. Students carry out child-friendly education to grow character through character strengthening with motivation, bias, utilization of school facilities and infrastructure, striving for the absence of violence and bullying with friendly education.

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