


# Reconstruction of Child-Friendly School Through Pancasila Student Profiles Dimensions of Mutual Cooperation

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## ABSTRAK

Dimensi gotong royong merupakan salah satu dimensi dalam Profil Pelajar Pancasila. Penelitian ini bertujuan untuk menganalisis program rekonstruksi sekolah ramah anak melalui penguatan dimensi gotong royong dalam Profil Pelajar Pancasila. Penelitian ini merupakan penelitian kualitatif dengan metode etnografi yang dilaksanakan di dua sekolah dasar. Sumber data dalam penelitian ini adalah kepala sekolah, guru, dan siswa. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi. Teknik analisis data menggunakan teknik analisis interaktif yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Uji validitas data menggunakan teknik triangulasi sumber dan triangulasi metode. Hasil penelitian ini menunjukkan bahwa kedua SD tersebut telah melaksanakan program rekonstruksi Sekolah Ramah Anak berupa kebijakan, pelaksanaan proses pembelajaran, pendidik dan tenaga kependidikan, sarana dan prasarana, partisipasi anak, orang tua. Rekonstruksi dilakukan oleh kedua sekolah melalui unsur kolaborasi, kepedulian dan berbagi. Kesimpulan dari penelitian ini adalah program Sekolah Ramah Anak telah direkonstruksi dengan penguatan dimensi bergotong royong.

## ABSTRACT

The dimension of mutual cooperation is one of the dimensions in the pancasila student profile. This study aims to analyses the child-friendly school reconstruction program through strengthening of the pancasila student profile dimension of mutual cooperation. This is a qualitative research using ethnographic method which was carried out in two public elementary schools. Sources of data in this study are school principals, teachers, and students. Data collection is done by interview, observation, and documentation. Data analysis techniques used interactive analysis techniques consisting of data collection, data reduction, data presentation, and drawing conclusions. The validity of the data test using source triangulation techniques and method triangulation. The results of this study indicate that both elementary schools have implemented the child friendly school reconstruction program in the form of policies, implementation of the learning process, educators and education staff, facilities and infrastructure, participation of children, parents. Reconstruction was carried out by both schools through elements of collaboration, caring and sharing. The conclusion of this study is that the child friendly school program has been reconstructed by the strengthening of the pancasila student profile dimension of mutual cooperation.

## 1. INTRODUCTION

The hallmark of the Indonesian nation is the culture of mutual cooperation. Mutual cooperation is the foundation of Indonesian society in carrying out life. Mutual cooperation is Indonesian social capital that is not owned by other countries (Siti et al., 2022; Utomo, 2018). Mutual cooperation aims to achieve positive results that are determined through agreement and consensus. Mutual cooperation fosters empathy and care (Selman & Jaedun, 2020; Tadjuddin, 2013). The values in the mutual cooperation character are respect, cooperation, following joint decisions, agreement, mutual help, solidarity and kinship, non-violence and discrimination, and willingness to sacrifice (Kurniawati & Mawardi, 2021; Rimadhani & Arief, 2022). Developed a mutual cooperation assessment instrument which includes nature, cooperation, common goals, solidarity, togetherness, and taking action voluntarily.

The value of mutual cooperation in society is decreasing in this millennial era. One reason is the development of technology. Technological developments lead to weak character, decreased concern, negligence, lack of social sensitivity, and fading of cooperation (Wahyani et al., 2022; Andika, 2022; Rojimah et al., 2022). Excessive use of gadgets makes children forget about their surroundings, lack interaction, individualistic, unable to work together, lack sensitivity, and ignore rules and responsibilities (Ariston & Frahasini, 2018; Rimadhani & Arief, 2022). Disputes and fights often occur because of egocentric attitudes due to lack of socializing and frequent playing of gadgets. Character cultivation from an early age is the first step in overcoming moral degradation (Puspita & Setyaningtyas, 2022; Rimadhani & Arief, 2022). Education is expected to be able to help humans in solving problems. Education is needed to prepare students to adapt to the progress of the times.

The individualist attitude is contrary to the value of mutual cooperation which is the noble value of the nation. The presence of an independent curriculum is one of the solutions to the problem of moral degradation. The independent curriculum has achievements so that students can reflect the Pancasila student profile (Ibrahim & Alamro, 2020; Indarta et al., 2022). The independent curriculum does not only aim to produce a generation that is intellectually superior, but also excels in utilizing technology. The independent curriculum applies differentiated learning by adjusting learning fulfillment, character, and background. The main characteristic of the Pancasila character is mutual cooperation (Muhkam, 2022; B. Widodo & Al Muchtar, 2020). It is very important to instill Pancasila values from an early age, because Pancasila values are one of the main sources in character education

Planting the dimensions of mutual cooperation in students can be done with various efforts. One of them is by developing learning media. Electronic enrichment book is in the form of a fable that contains the dimensions of mutual cooperation. Teachers who creatively integrate technological advances with the learning process will create a quality generation (Mutiara et al., 2022; Syahrial et al., 2022). Pop-up book media based on local wisdom to enhance the character of mutual cooperation. The offline learning that is currently being carried out provides the opportunity for teachers to instill, habituate, and direct positive behavior (Narimo et al., 2019; Puspita & Setyaningtyas, 2022). The teacher must also be a role model for students. When students are comfortable with the teacher, the teacher will become an idol. Character education is urgently needed in educating a generation of morals in order to create a just, prosperous and safe nation's life (Kurniawaty & Faiz, 2022; Selman & Jaedun, 2020).

The achievement of educational goals is largely determined by the school climate. School programs that support the creation of a positive school climate are Child Friendly Schools. Schools guarantee, fulfill and protect children and ensure that children can develop their interests, talents and potential to the fullest (Fahmi, 2021; S. Fitriani et al., 2021; Nuraeni et al., 2019). The functioning of a child-friendly school, which still remains ironically at slogan level, has been revived by the presence of the Pancasila student profile. The Pancasila Student Profile is a character that is built in the daily life of students. Practicing the Pancasila Student Profile will form a character that is in accordance with Pancasila values so as to avoid negative and deviant behavior (Gunawan & Suniasih, 2022; Kusdaryani et al., 2016; Sitorus et al., 2022). The dimension of the Pancasila Student Profile which aims to form and prepare a generation that is ready to face change, able to collaborate, and sensitive to environmental conditions is the dimension of mutual cooperation. Schools should be able to become an institution that helps families and communities to educate individuals who have good physical, intellectual, and character, who are ready to take part in society responsibly (Indraswati et al., 2020; Rohmawati & Hangestiningasih, 2019).

Research that has been done previously shows that Child Friendly Schools can form good and quality character (Nuraeni et al., 2019; Rohmawati & Hangestiningasih, 2019; Yosada & Kurniati, 2019). The comparison of Child Friendly Schools with conventional schools (Anwar et al., 2016; Hudzaifah, 2021). Child Friendly Schools have a conducive environment and positive climate (Sayekti et al., 2018; Prasetya, 2021). and The implementation of Child Friendly Schools with the planning, implementation and evaluation stages which always prioritize student orientation (Wuryandani & Senen, 2018; Fahmi, 2021). The implementation of child-friendly learning applies learning that is inclusive, environmentally friendly, social education, justice-based, and religion (Indraswati et al., 2020; Na'imah et al., 2020). The development of the mutual cooperation character in the independent curriculum is contained in the Pancasila student profile. The mutual cooperation is a characteristic of Pancasilaist humans. The Pancasila Student Profile is an effort carried out to create national character (Irawati et al., 2022; Lubaba & Alfiansyah, 2022; Muhkam, 2022). Strengthening character education in the Pancasila Student Profile dimension of working together will produce superior human beings (Sitorus et al., 2022; Tripathi, 2022). Next, cultivating the character of mutual cooperation in students (Rimadhani & Arief, 2022; Kurniawaty & Faiz, 2022). The developed an instrument for assessing the character of mutual cooperation have been done (Kurniawati & Mawardi, 2021; Ekeh, & Venketsamy, 2021).

Based on the results of previous research, it can be interpreted that Child Friendly Schools are school programs that are able to build a positive and fun learning atmosphere that is oriented towards fulfilling rights and the dimension of mutual cooperation is a character that must be internalized in students. Regarding the dimension of gotong royong, it is one of the dimensions in the profile of Pancasila students that can revive Child Friendly Schools. There have been many previous researchers regarding the child-friendly school program, but until now there has been no research found that specifically examines the restoration of child-friendly schools through strengthening the student profile of the Pancasila dimension of mutual cooperation. Therefore, the purpose of this study is to analyze and describe the implementation of Child Friendly Schools through strengthening the mutual cooperation dimension in the profile of Pancasila students.

## 2. METHOD

This study used qualitative research methods. The qualitative research method is a research method that emphasizes inductive thinking. The data generated is in the form of descriptive data with the output in the form of deep meaning conclusions. The approach strategy in this research is ethnography. Ethnographic research describes human behaviour by describing in as much detail as possible to understand the meaning and point of view of his life (Spradley, 2007; Sukadari et al., 2015). This study describes the reconstruction program for child friendly schools through strengthening the pancasila student profile dimension of mutual cooperation. The subjects in this study were school principals, teachers, and students. The research was conducted for approximately three months. The research was conducted at two public elementary schools in Jebres District, namely SD Negeri Mojosongo V and in Banjarsari District, namely SD Negeri Nayu Barat 1, both elementary schools are located in Surakarta City.

Data collection is done by interview, observation, and documentation. Research data is presented in the form of oral, written, and process activities during the research. Data in the form of oral information is the result of interviews conducted with informants. Data in the form of written information is the result of document analysis. Data in the form of activities or activity processes are the results of the implementation of observations during the study. This study uses data sources in the form of sources and documents. The key informants in this study were the principals of the two elementary schools. The main informants in this study were teachers in both elementary schools. Supporting informants in this study were students from both elementary schools. Meanwhile, the documents used in this study were curriculum, school profiles, academic calendars, annual programs, lesson plans, and evaluation and assessment books. The researcher acts as a human instrument. The human instrument has the function of determining the focus of research, determining sources used as research data sources, carrying out the role of collecting and assessing data quality, conducting data analysis, and establishing research conclusions.

The data analysis technique in this study was carried out using an interactive analysis pattern, namely data reduction, data presentation, and drawing conclusions. In data reduction, the writer summarizes, chooses the main things, focuses on the important things, looks for themes and patterns to provide a clearer picture, and makes it easier for the writer to carry out further data collection, and look for it when needed. After the data is reduced, the next step is to display the data. Presentation of data can be done in the form of tables, and descriptions in the form of words or text are narrative so that the data is organized and arranged in a relationship pattern so that it can be easily understood. The data verification presented is still temporary, and will change if strong evidence is not found to support the next data collection stage. In ensuring the validity of the data, researchers used technique triangulation and source triangulation. Technical triangulation is done by comparing data from various data collection techniques, namely through interviews, observation, and documentation. Source triangulation, namely researchers comparing data from various sources, namely school principals, teachers, and students.

## 3. RESULT AND DISCUSSION

### Result

The forms of collaboration implemented in schools can be presented in the [Table 1](#).

**Table 1.** Forms of Collaborative Activities

Forms of collaborative activities	Reconstruction of Child Friendly School Components
Curriculum development	Written commitment as Child Friendly School policy
Utilization of the Merdeka Teaching Platform	Trained educators and education personnel on children's rights

<b>Forms of collaborative activities</b>	<b>Reconstruction of Child Friendly School Components</b>
Extracurricular activities	Child participation
5S habituation	Child participation and implementation of a child-friendly learning process
Preparation of Learning Contracts	Child participation and implementation of a child-friendly learning process
Beginning of the Year Meeting	Parent participation

The curriculum is a concept from the school that must be understood by all school members. With a good understanding of the curriculum, all school members will behave positively according to what the curriculum expects. To achieve the school policies contained in this curriculum requires collaboration from all parties. Curriculum development involves school committees, principals, educators and education staff, students, and the community. Through this collaboration, it revived the Child Friendly Schools which had been declared by the two schools. Teachers at both schools were appointed by the Surakarta city education office to utilize the merdeka teaching platform. Teachers at the two schools collaborated well to activate the merdeka teaching platform. Teachers collaborate to complete real actions. Thus, teachers continue to learn and improve their competence and creativity to create fun and meaningful learning for students. In addition to the learning process in class, both schools have extracurricular activities. At SD Negeri Mojosongo V there are Scouts, painting, and drumband, while at SD Negeri Nayu Barat 1 there are Scouts, dance, and weaving as extracurricular activities. With extracurricular activities, students get facilities to develop competencies according to their interests and talents. The development of this competence will make students increasingly respected for their desire and right to develop.

Every learning process will run well and smoothly if it is prepared with proper preparation. At the beginning of the 2022/2023 school year, teachers collaborate with students to compile learning contracts. The preparation of learning contracts by involving students will be more meaningful and in accordance with the interests of students. The learning process will be more orderly because the learning contract is agreed upon and arranged together. Contract learning will assist teachers and students in creating a conducive and enjoyable atmosphere in the learning process. In addition to contract learning, at the beginning of each school year a meeting is also held at the beginning of the year which is attended by the principal, teachers, along with the parents of the students. The principal explains the vision, mission, goals, and school activities in the one academic year that will be implemented. Thus, all school members including parents can try to internalize the school's vision and mission within themselves. This will create good collaboration from schools, students, and parents. The forms of care implemented in schools can be presented in the [Table 2](#).

**Table 2. Forms of caring activities**

<b>Kinds of caring activities</b>	<b>Reconstruction of Child Friendly School Components</b>
Child Friendly School Guidance and Training	Trained educators and education personnel on children's rights
Project to strengthen the Pancasila Student Profile	Written commitment as Child Friendly School policy and child participation
Protection against the dangers of facilities and infrastructure	Child-friendly facilities and infrastructure
Smoke Free Area	Trained educators and education personnel on children's rights and parental participation
Caring for the environment (Clean Friday Activity)	Implementation of a child-friendly learning process and child participation
Development of students	Implementation of a child-friendly learning process
Religious activity	Implementation of a child-friendly learning process

Strengthening the pancasila student profile dimension of mutual cooperation is not only carried out through habituation, but also through project activities. The two schools carried out a project to strengthen the pancasila student profile as a form of concern for the school community for the potential that the school could develop. The fourth grade teacher at SD Negeri Mojosongo V. Strengthen the Pancasila Student Profile that we are doing is making batik using the jumputan technique. The children looked happy and enthusiastic in the activity. This fosters creativity and collaboration between students to create a masterpiece. In addition, children are more concerned about developing Indonesian culture. In the process of making batik, children also show concern for their friends by offering help to each other.



This activity encourages the creation of concern among friends by appreciating each other's work. The activity is show in **Figure 1**.

Both schools have been sensitive to the surrounding environment. The school provides safe facilities for students. The interaction between teachers and students is well established. Violations of school rules are fostered privately. This avoids bullying. The teacher advises without violence and intimidation. In addition, the teacher also asks about the background of students committing violations, so that teachers and students can find solutions so that violations are not repeated again. The both schools carry out religious activities as a concern for developing students' faith and piety. The religious activities carried out included Dhuha prayers, congregational Dhuhur prayers, infaq activities, BTA (Reading and Writing the Al Quran), fellowships, and celebrations of religious holidays. In religious activities, students' concerns are trained such as lining up to perform prayers, caring to get closer to God, and caring for fellow human beings. The form of sharing implemented in schools can be presented in the **Table 3**.

**Table 3. Forms of Sharing Activities**

<b>Forms of Sharing Activities</b>	<b>Reconstruction of Child Friendly School Components</b>
Child Friendly School Training	Trained educators and education personnel on children's rights
Utilization of the Merdeka Teaching Platform	Trained educators and education personnel on children's rights
Morning briefings	Implementation of a child-friendly learning process
Group learning	Child participation
Literacy	Child participation
Infaq and offerings	Child participation and parent participation

In-house training is carried out for various purposes, for example regarding the preparation of real actions on the Merdeka Teaching Platform, preparation of learning tools, and socialization of the independent curriculum. In making real actions on the Merdeka Teaching Platform, there are teachers who are resource persons. By sharing knowledge, there will be an understanding in serving students. This in-house training is carried out to improve the competence of school principals and teachers. In house training of principals and teachers is show in **Figure 2**.



**Figure 1. Project of Jumputan Fabric**



**Figure 2. In House Training of Principals and Teachers**

In addition to carrying out education and training, the school principal makes it a habit to conduct briefings in the morning before the teachers teach and educate the children. The briefing aims to share information about service, school activities, and also to prepare teachers and gentlemen. Thus, ladies and gentlemen teachers are better prepared to welcome and provide education to students. This activity is very interesting, besides adding insight it also increases the sharing element in students. Sharing activities were also carried out by students in infaq activities for Muslim students and offerings for Christian and Catholic students. With the support of parents or students, they set aside their own pocket money to give part of it into the infaq box and offerings. The money raised is used for social activities, such as visiting sick friends or donating to victims of natural disasters. When natural disasters occur, schools are responsive to helping victims by inviting students to set aside their pocket money and donate it to help ease the burden on victims of natural disasters. This real action of sharing will encourage students to care more and have the courage to share with people in need.

## Discussion

Components in Child Friendly Schools are written commitments as child friendly school policies, implementation of child friendly learning processes, educators and educational staff trained on child rights, child friendly facilities and infrastructure, child participation and participation of parents, community institutions, the business world, other stakeholders, and alumni (Fahmi, 2021; Kusdaryani et al., 2016). These components are revived through strengthening the dimensions of mutual cooperation. The dimension of mutual cooperation in the Pancasila Student Profile is the ability of students to carry out activities together to facilitate, expedite, and lighten a job. There are three elements in the mutual cooperation dimension, namely collaboration, caring, and sharing (Farikah, 2019; Indraswati et al., 2020). Collaboration is the ability of students to work together with others, coordinate, show a positive attitude, complete tasks responsibly and appreciate the results of the efforts of members or other people, and have good communication skills. Caring is the ability to be responsive and responsive to the circumstances around them, understand the perspectives of others, and be able to appreciate and understand their social environment. Sharing is the ability to give and receive for individuals and others as well as being able to work on themselves and their groups to provide important and valuable things for people in need in their environment and in society.

Child Friendly Schools are not interpreted as the construction of new school buildings, but condition schools to be comfortable places for students and can ensure the full fulfillment of children's rights. Schools should be a second home for children. This can be created by the collaboration of various parties as a form of mutual cooperation in schools. Mutual cooperation is a characteristic of the Indonesian nation which means joint involvement in an effort to complete a job without coercion (Sayekti et al., 2018; H. Widodo, 2019). In the 2022/2023 school year, the two elementary schools have developed an operational curriculum for an education unit that has been approved by the Surakarta City Education Office. The curriculum is a reference or guide for all processes carried out in schools. Through the curriculum it is hoped that educational success will be achieved (Lubaba & Alfiansyah, 2022; Wang et al., 2020). The school curriculum will provide direction for the implementation of each school activity. The curriculum will create a school culture. This is in accordance with research conducted by previous study which explains the culture created in schools including a culture of excellence in achievement, a culture of discipline, a culture of faith and piety (Kusdaryani et al., 2016).

The curriculum is important and must be in school. The curriculum of SD Negeri Nayu Barat 1 and SD Negeri Mojosongo V has included strengthening the Pancasila Student Profile. The Pancasila Student Profile has been made into a school mission at SD Negeri Mojosongo V, namely mission number 2 which reads to strengthen the Pancasila Student Profile through habituation and exemplary and mission number 3 which reads carrying out school activities that can strengthen the Pancasila Student Profile. Based on this mission, the goal expected by SD Negeri Mojosongo V is to develop character education (Pancasila Student Profile) through integrating values/attitudes/characters in learning and habituation and instilling religious values, obedience in worship, and integrating values religion in everyday life. In addition, one of the criteria for graduating students from SDN Mojosongo V is having and upholding the values of harmonization of diversity and mutual cooperation. Similar to SD Nayu Barat 1, the Pancasila Student Profile has also been included in its mission which reads as empowering the potential for intellectual intelligence, emotional intelligence, social intelligence, and religious intelligence of students and forming students with religious, nationalist, independent, mutual cooperation, and integrity character through activities academic and non-academic. The expected goal through this mission is to develop character education (Pancasila Student Profile) through integrating values/attitudes/character in learning and habituation. In achieving a goal, students must be introduced to the concept first. If the concept has been mastered by students well, then they are not only able to remember and explain, but students will be able to express it in other conditions easily understood (Muji et al., 2021; Que et al., 2022).

The Child Friendly School Declaration has been implemented by both schools. However, the values and components in Child Friendly schools have not been fully internalized in school life. So the curriculum for the 2022/2023 academic year is designed to contain the Pancasila Student Profile dimension of mutual cooperation, with the hope that all school members are able to apply and practice the value of mutual cooperation in school life so that the school's profile as a Child-Friendly School gets stronger. Previous study explain that the supporting factors in the implementation of Child Friendly Schools are categorized into two, namely internal factors and external factors (Putri & Akmal, 2019). Internal factors, namely the quality of the school and available human resources and the commitment held by the school. While the external factors are the commitment and participation of related parties from outside the school. Based on this, commitment is very important for the implementation of Child Friendly Schools. The output of the school's commitment is the school curriculum approved by the Education Office.

In addition to in-class and extracurricular learning, the two schools have implemented the 5S habituation (Smile, Greet, Greeting, Polite, and Polite). Both schools have made it a habit to greet the morning at the school gate. At SD Negeri Mojosoongo V the morning greetings were carried out by the teacher, while at SD Negeri Nanyu Barat 1 the morning greetings collaborated with students. With this 5S habituation, students will feel welcome when they come to school. His arrival is something that is expected and enjoyable, so that students feel comfortable and safe in the school environment. Morning greetings collaboration with students also provides space for students to participate in welcoming their friends to school. Friendliness that is cultivated in this school will create a positive learning environment. Mutual cooperation is a form of working together and caring for others to achieve common goals that have been set (Nurhalisah, 2010; Rimadhani & Arief, 2022). The biggest role that influences the success of the learning process is the teacher. Teacher concern is an important factor in the implementation of learning. The teacher's concern will create concern among students. In the learning process the teacher has two roles, namely teaching and managing the class. Teaching is done by imparting knowledge to students, while classroom management is an attempt to create a pleasant learning atmosphere and conditions. Learning implemented is learning differentiation. Carrying out differentiated learning, namely the implementation of learning adapted to the needs of each learner (Kurniawaty & Faiz, 2022; Lubaba & Alfiansyah, 2022). The teacher must be able to see the condition of students. When students look lethargic or bored, the teacher can invite students to do ice breaking.

The teacher does not only act as a provider of material, but also plays a major role in the formation of the character and morals of students. The implementation of character planting is not only carried out in teaching and learning activities, but must be done with habituation so that the character that will be instilled becomes entrenched in students. Teachers are able to facilitate students in developing good character. Character is based on religious, cultural, Pancasila values, and national education goals (Ahmadi et al., 2021; Rimadhani & Arief, 2022). Elementary school-age students are the next generation of the nation, an outward manifestation of human resources that will have a major impact on the progress of the nation (Lian et al., 2020; Narimo & Sanusi, 2020). Education is a process of internalizing culture in individuals and society, which will then create a civilized society. Thus education is not only a process of transferring knowledge, but deeper than that, namely a means of acculturation and distribution of values to students.

Educators and education staff at both schools have received education and training on child friendly schools. This is a form of teacher concern to facilitate students by creating a fun learning atmosphere and enriching teachers' knowledge about child friendly schools. Teachers at both schools have also implemented compassionate behavior. Affection and attention is given so that children can develop their abilities and all their strengths. Elementary school-age children have characters who like to play, are curious, innocent, like to be cared for, like to be praised, and are creative (E. Y. Fitriani & Fibriana, 2020; Yosada & Kurniati, 2019). Teachers at both schools were able to establish very good and close communication with students. Apart from receiving guidance and training in Child Friendly Schools, teachers have also implemented values in school life. The teacher integrates character cultivation in learning tools. With learning tools with character, the characters that students want to instill will be more integrated into the learning process and the students themselves (Hardiansyah & Mas'odi, 2022). Teaching materials with character are very important for students. The teacher makes interesting learning media, media games that stimulate students' enthusiasm, and various evaluation tools.

Strengthening Child Friendly Schools is carried out in every activity in schools in a sustainable and sustainable manner (Farikah, 2019; Tria Vilian & Minsih, 2021). In the learning process, children are accustomed to sharing. With concern, students will be able to share with others around them. Various efforts have been made by the government to develop character education, but the results of education are still focused on intellectual intelligence (Rochadiana et al., 2022; Sukendar et al., 2019). In order for character education to be stronger in the lives of students, habituation must be carried out by sharing. Principals and teachers have gotten used to sharing elements in school life. By sharing, the cohesiveness of educators and educational staff will be created so that schools will become stronger and develop further. Educators and education staff at the two schools collaborated in reviving Child Friendly Schools by learning together about the implementation of Child Friendly Schools. In addition, educators and education staff conduct in-house training to improve their competence in serving students optimally.

In the habit of sharing elements, teachers often carry out learning in groups. This is in accordance with the opinion of which states that in child-friendly schools there must be cooperation between students, mutual respect, and no bullying (Niswati & Sayekti, 2020). With group learning, students will get used to working together. Collaboration that exists between students will foster a sense of sharing. In group learning students are trained to share knowledge, share ideas, provide input to other groups, appreciate the work of friends, share work, and coordinate with each other. In addition to group learning

in class, students also routinely carry out morning literacy in the school yard accompanied by the teacher and father. This activity gives a different color because students read their favorite books together in the school yard. After reading the book students can share with their friends about the story or contents of the book they read. In addition, students can also exchange books to read various stories from various books.

#### 4. CONCLUSION

The cooperative dimension in the Pancasila Student Profile has reconstructed a Child Friendly School. Child Friendly Schools are getting stronger, with services to students that are increasingly maximized. Implementation of strengthening the dimensions of mutual cooperation is carried out in three elements, namely elements of collaboration, caring, and sharing. The Child Friendly School Program was reconstructed with the strengthening of the Pancasila Student Profile dimension of mutual cooperation. Each activity in this element further strengthens the Child Friendly School components.

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