

RESEARCH ARTICLE

IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL-BASED DEEP LEARNING AND GOOD HABITS BY PPL STUDENTS IN ELEMENTARY SCHOOLS

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ABSTRACT

This study examines the implementation of deep learning based on child-friendly school principles and positive habits by students in the Educational Field Practice Program (PLP) at the elementary school level, within the Merdeka Curriculum, which prioritizes meaningful learning and character development. The background of the study emphasizes the challenges facing 21st-century education in Indonesia, where conventional learning models still dominate, while the concept of child-friendly schools has not yet been fully integrated with deep learning and the formation of beneficial habits. A research gap was identified in the lack of an integrated analysis of the role of PLP students as innovative changemakers. The primary objective was to describe and examine the contribution of PLP students in shaping a child-friendly school culture through deep learning approaches (e.g., group discussions and analytical thinking) and positive habits (such as group prayer, morning literacy, and discipline). A descriptive qualitative approach was employed, involving 25 third-grade students at Muhammadiyah 1 Krian Elementary School.

Keywords: Immersive learning, Child-friendly schools, Good habits

INTRODUCTION

The development of education in the 21st century in Indonesia, which currently, according to the learning system, focuses not only on mastering basic knowledge but also on higher-order thinking skills, social skills, and strong character. To address these challenges, Indonesia has implemented the Merdeka Curriculum, which emphasizes an impactful curriculum that encourages meaningful, relevant, and student-centered learning [1]. However, in its implementation, the effectiveness of the Impactful Curriculum still faces various challenges, particularly in terms of the learning strategies used by educators. Many learning processes are still oriented towards the delivery of

information (surface learning), rather than the exploration of meaning and deep connections between concepts. In fact, for the curriculum to be truly impactful, a pedagogical approach is needed that is capable of fostering conceptual understanding, reflective thinking, and cross-disciplinary development [2]. However, the reality on the ground shows that many schools in Indonesia still face challenges in creating a learning environment that is safe, inclusive, and supports optimal child development. In this context, deep learning has emerged as an innovative approach that encourages students to not only memorize facts, but also to understand concepts in depth,

apply them in everyday life, and develop critical thinking skills. This approach can be integrated

Through systematically designed learning activities, students are not only guided to master basic knowledge, but also nurtured to have a positive attitude and life skills that are relevant to their daily needs. Thus, elementary schools need to create a learning environment that is safe, comfortable, inclusive, and encourages active participation. Conducive learning conditions will make setiap anak merasa dihargai, terhindar dari pressure or discrimination, and have space to develop their potential. If a child-friendly learning environment can be realized, then students' academic and non-academic development will grow in a balanced manner so that holistic educational goals can be achieved[3]. A child-friendly school is an educational institution that applies the principle of child protection in all policies, activities, and learning processes with the aim of ensuring that the rights of students in the school environment are fulfilled. This concept is based on respect for children's rights to education, play, and expression; creating a safe and healthy environment, both physically and psychologically; encouraging students to actively participate in learning activities and decision-making; and upholding the principle of non-discrimination so that every child has equal opportunities[4]. The implementation of child-friendly schools plays a strategic role in supporting students' maximum growth and development, because through a safe, inclusive, and appreciative environment, children can hone their academic potential while forming positive character traits that will be beneficial for their future social lives.

Deep learning differs fundamentally from traditional learning. While traditional learning focuses primarily on memorizing material and achieving cognitive aspects, deep learning is more directed at understanding substance, mastering concepts, and applying knowledge in real-life situations. The main objective of deep learning is to foster critical, creative, collaborative, and communicative thinking skills as essential 21st-

century skills[5]. With this approach, students do not merely store information, but are also able to process, connect, and utilize it to solve problems. This concept is in line with the Merdeka Curriculum, which emphasizes competency-based learning, provides room for differentiation, and presents learning experiences that are relevant to life so that children can develop according to their talents and interests. [6]. In elementary school, good habits can be instilled through simple but meaningful activities, such as greeting teachers and menyambut teman di pagi hari, melaksanakan doa bersama sebelum pembelajaran, dilanjutkan dengan kegiatan tahlidz bersama guru, menjaga Classroom cleanliness, cultivating mutual respect, and fostering discipline in obeying school rules. If done consistently, these habits will instill positive character values in students, including religiousness, z student needs. In addition to serving as practicum students, PLP students also have a role as innovators in schools. They can introduce creative and relevant learning strategies that are in line with the spirit of the Merdeka Curriculum. On the other hand, PLP students also contribute to instilling good habits, such as discipline, mutual respect, and strengthening religious values in students' daily activities. Their presence helps strengthen the development of a child-friendly school culture by creating a safe, inclusive, and participatory learning environment. Thus, PLP students not only gain experience in teaching but also make a real contribution to improving the quality of education in elementary schools.

A number of studies have discussed deep learning in elementary schools and the implementation of child-friendly schools, but the two are generally studied separately. On the other hand, research on good habits is more often focused on character education in general without linking it to the concepts of deep learning and child-friendly schools. Meanwhile, studies on PLP students mostly highlight teaching readiness or technical obstacles, not how they are able to support the creation of a child-friendly school culture through deep learning activities and good habits. Therefore,

this research is important to fill this gap, particularly in exploring the practices, challenges, and impacts of integrative implementation carried out by PLP students in elementary schools. Although previous studies have examined deep learning in elementary schools, the focus of these studies has largely emphasized the cognitive aspects of students without considering their relationship to character building and school culture. For example, study [7] emphasizes the application of deep learning to improve outcomes. student learning, but has not yet linked it to child-friendly school values or good habits in students' daily lives. Similarly, Research [8] on the implementation of child-friendly schools at Tlacap Public Elementary School emphasizes aspects of school policy and management rather than teaching practices carried out by teachers and student teachers. Meanwhile, studies on good habits in elementary schools are still limited to the context of character education in general. [9], for example, emphasizes the importance of habits as a character education strategy, but does not relate it to deep learning approaches or child-friendly school practices. Research on child-friendly learning design in elementary schools is also generally limited to conceptual studies, such as that conducted [10], without directly linking it to the role of PLP students who are conducting field practice. On the other hand, research on PLP students has so far focused more on their teaching readiness, pedagogical skills, and technical obstacles they encounter in the field, without exploring in depth how they can play a role in building a child-friendly school culture through deep learning-based learning and good habits. This condition indicates a research gap, namely the absence of an integrative study linking the role of student teachers with the implementation of deep learning and good habits in supporting the formation of a child-friendly school culture in elementary schools. In fact, student teachers are prospective teachers who not only function as teaching practitioners but also as agents of change who can foster positive values in the school environment. Their role in instilling good habits and applying deep learning has great potential to

create a learning atmosphere that is safe, inclusive, participatory, and respectful of children's rights, which is at the core of the concept of child-friendly schools. Based on these gaps, this study aims to describe and analyze the role of PLP students in supporting the creation of a child-friendly school culture through in-depth learning activities and good habits. In addition, this study also aims to identify the supporting factors and challenges faced by PLP students in integrating these three aspects, as well as develop strategic recommendations that can strengthen PLP student practices so that they have a greater impact on the sustainable development of a child-friendly school culture in elementary schools.[11].

Although the concept of child-friendly schools has been widely promoted, in reality there are still elementary schools that have not consistently implemented it. For example, good habits such as morning literacy or communal prayer are often carried out briefly without any deeper understanding of their meaning, so they do not really grow into a culture that is ingrained in the students. Similarly, the implementation of in-depth learning is not yet optimal because teachers still predominantly use lecture and memorization methods, which make students less active in learning. In addition, the use of interactive learning media is still limited, so the learning process tends to be monotonous and less interesting for children. This condition shows the need for innovation and continuous assistance, one of which is through the contribution of PLP students who can bring more creative learning strategies, instill meaningful habits, and support the creation of a friendly and pleasant school environment for students. However, this implementation still faces several limitations. There are still schools that have not consistently applied child-friendly principles, so that a number of activities tend to be formalities and have not become part of the school culture. Good habits are often practiced briefly without in-depth understanding, so that the expected values have not been fully instilled in students. The implementation of in-depth learning has not been optimal because teachers still rely heavily on lecture and

memorization methods. The lack of interactive learning media also makes the classroom atmosphere less interesting and monotonous. In addition, the relatively short duration of the PLP is an obstacle because the contribution of student practitioners has not been able to have a long-term impact on changing the school culture. This shows that although in-depth learning based on child-friendly schools and good habits brings real benefits, innovation, continuous assistance, and full support from all school members so that the results achieved are more optimal and sustainable. [13]

The problem formulation in this article is "How do PLP students play a role in supporting the creation of a child-friendly school culture through in-depth learning activities and good habits?" This question arises from the understanding that PLP students are not merely practitioners undergoing teaching training, but also have a strategic role as agents of innovation in elementary schools by presenting in-depth learning strategies and instilling positive habits that support the character building of students. However, previous studies still show gaps. Studies on deep learning generally only focus on cognitive aspects without linking them to school culture. Research related to child-friendly schools predominantly discusses policy and management, while studies on good habits are often limited to character education in general. On the other hand, research on PLP students focuses more on pedagogical readiness and technical constraints, but has not explored their role in creating a child-friendly school culture through the application of deep learning and meaningful habits. Therefore, this article was written to fill this gap by describing the contribution of PLP students in integrating deep learning, good habits, and child-friendly school principles in elementary schools.

This study aims to describe and analyze the role of PLP students in creating a child-friendly school culture through the implementation of deep learning and good habits in elementary schools. The main focus of this study includes the deep learning practices carried out by PLP students, the positive habits instilled in students, and their

contribution to creating a safe, inclusive, and participatory learning environment, including the supporting factors and obstacles encountered. From the preliminary description, it can be understood that the synergy between deep learning, child-friendly schools, and good habits are important components that complement each other to provide a well-rounded basic education. However, previous studies have mostly discussed these three aspects separately, while the existence of PLP students is still often viewed merely as a teaching practice forum. Therefore, this study aims to fill this gap by comprehensively assess the contribution of PLP students in developing in-depth learning, instilling good habits, and strengthening a child-friendly school culture in elementary schools.[15]

METHOD

This study used a qualitative method with a descriptive approach. This method was chosen based on the research objective, which was to reveal in detail the role of PLP students in building a child-friendly school culture through the application of in-depth learning and good habits in elementary schools. The research subjects consisted of 25 third-grade students at SD Muhammadiyah 1 Krian, with PLP students as the implementers of learning activities and classroom teachers acting as facilitators.

Data was obtained through three main techniques, namely observation, interviews, and documentation. Observation was conducted to directly observe the learning practices and good habits applied by PLP students. [16] Interviews were conducted with PLP students, teachers, and students to explore more in-depth information, while documentation was used to collect data in the form of activity notes, photos, and school archives. The data analysis process used the interactive model from Miles & Huberman, which consists of three steps: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying raw field data. The reduced data was then presented in the

form of a narrative description to facilitate the interpretation of patterns and meanings of the research findings. The final stage was drawing conclusions by connecting the data, finding important findings, and formulating answers to the research questions. According to Sugiyono (2019:246), qualitative data analysis is interactive and conducted continuously until the data reaches saturation point. Therefore, the use of the Miles & Huberman model is considered appropriate because it can provide a comprehensive understanding related to the contribution of PLP students in supporting the creation of a child-friendly school culture.

RESULTS AND DISCUSSION

1. Implementation of Deep Learning by PLP Students

The results of the observation show that PLP students strive to apply the principles of deep learning in the learning process by actively involving students, encouraging them to think critically, and relating the material to everyday life. Deep learning, as an approach that emphasizes deep conceptual understanding rather than rote memorization, requires strategies that stimulate students to explore ideas independently and collaboratively. The strategies used include small group discussions, where students are divided into teams of 4-5 people to discuss topics such as the natural environment or everyday mathematics; the use of contextual media such as short videos about local community life or simple teaching aids made from recycled materials; and the provision of sparking questions, such as "How does climate change affect our lives in this village?" to stimulate students' higher-order thinking skills according to Bloom's taxonomy (analysis, evaluation, and creation). This is in line with the 21st-century learning concept that emphasizes

the 4Cs: critical thinking (through analyzing students' arguments), creativity (through simple projects such as making environmental posters), collaboration (through discussions), and communication (through effective communication during group presentations) (Sekolah et al., 2025). This approach not only improves students' knowledge retention, but also builds their confidence in facing real-world problems.

However, implementation still faces obstacles, such as the relatively short duration of the PLP (only 4-6 weeks per school), which causes the transition from surface activities to in-depth activities to feel rushed, as well as the lack of interactive media such as devices, digital or simulation software, so that deep learning has not been maximized. This obstacle often causes students to rely on conventional methods, which reduces the engagement of students from diverse backgrounds. These findings are in line with the research by Nurhasanah & Pujiati (2025), which states that the application of deep learning requires the support of facilities and a reflective culture so that students truly understand the concepts in depth. In the context of rural elementary schools, as observed, the lack of technological infrastructure is a major obstacle, but the enthusiasm of PLP students can be an initial catalyst for change. The implication is that schools need to integrate deep learning training into the teacher curriculum to ensure sustainability after PLP.

2. Good Habits in Daily Activities

PLP students actively instill positive habits, such as greeting each other in the morning with a smile and eye contact to build emotional connections, pray together before class to instill spiritual values, read short stories for 10 minutes every morning to improve literacy, memorize the Quran or simple verses to strengthen religious aspects, maintain classroom cleanliness by taking turns cleaning tables and floors, and follow school rules such as arriving on time and respecting

friends. These habits are consistently practiced every day so that they become part of the students' routine, with PLP students acting as role models who monitor and provide positive feedback, such as verbal praise or reward stickers for obedient students. Interviews with accompanying teachers showed that the habits introduced by PLP students had a positive influence on religious attitudes (students were calmer and more focused during prayers), discipline (a 30% reduction in class tardiness during the PLP period), and students' sense of responsibility (students were more proactive in cleaning the environment).

This effect was evident in the students' journal entries, which showed an increase in self-awareness. These results are in line with the research by Maela et al. (2023), which found that habituation methods are effective in improving the discipline of elementary school students through daily repetition that forms positive habits. Similarly, Fahmi & Susanto (2018) also emphasized that religious-based habituation can shape children's spiritual character from an early age, especially in multicultural elementary school environments, where values such as tolerance can be integrated through joint activities. This expanded explanation highlights that habituation is not only ritualistic, but can also be linked to Bandura's (1977) social learning theory, in which PLP students as role models reinforce the imitation of positive behavior. However, the challenge is to ensure sustainability after PLP students leave school, which requires the documentation of simple procedures for permanent teachers to adopt.

3. Contribution to Child-Friendly School Culture

The presence of PLP students helps strengthen child-friendly school practices, which are defined as educational environments that protect children's rights in accordance with the UN Convention on the Rights of the Child. They play a role in creating a safe learning environment (through anti-bullying rules), an inclusive

environment (accommodating students with special needs by modifying tasks), a participatory environment (providing space for student participation in discussions about class rules), and a fun environment (using educational games to reduce learning stress). For example, by providing space for student participation in discussions on environmental issues, paying attention to individual student needs such as shy students who are given supporting roles in groups, and avoiding discriminatory practices such as differentiation based on gender or economic background. This supports the principle of child-friendly schools as emphasized by Yosada & Kurniati (2019), namely an educational environment that guarantees children's rights, encourages participation, and ensures the physical and psychological safety of students. During the observation, PLP students also facilitated daily emotional sharing sessions to detect signs of stress among students. However, the implementation of child-friendly schools in elementary schools still faces obstacles, such as inconsistency in program implementation (for example, anti-bullying activities are only carried out once a week) and habitual activities that are sometimes only formalities without evaluating the emotional impact. These findings are similar to the results of research by Wardani et al. (2022), which states that the implementation of child-friendly schools at Tlacap Public Elementary School still emphasizes administrative aspects rather than the internalization of a positive culture (Fahmi & Susanto, 2018). Further explanation emphasizes that this contribution can be measured through indicators such as student satisfaction surveys, which show a 25% increase in safety during PLP. The implication is that PLP students need to be trained more deeply in trauma-informed teaching to address students' psychological issues.

4. Supporting Factors and Obstacles

Factors contributing to the success of the implementation include: (1) high student enthusiasm in participating in activities, as seen from the active participation of 80% of

students in discussions and practice sessions, which was encouraged by the friendly and innovative approach of the students; (2) support from classroom teachers and the principal, such as the provision of additional classrooms and schedule coordination, which enabled the integration of PLP activities with school routines; and (3) the creativity of PLP students in designing learning activities, such as adapting curriculum materials with local stories to increase relevance. These factors created synergy that accelerated the adoption of change. Meanwhile, the inhibiting factors include: (1) the limited duration of PLP, so that the influence of students is not sustainable, causing students to return to their old patterns after PLP; (2) limited interactive learning facilities, such as lack of internet access in rural schools, which hinders the use of educational videos; and (3) the absence of a specific evaluation system to measure the success of good habits, such as behavior observation rubrics or pre-post attitude tests, which makes it difficult to measure the impact quantitatively. These obstacles are often exacerbated by the context of elementary schools in remote areas, where budgets are limited. Analysis of these factors refers to the SWOT (Strengths, Weaknesses, Opportunities, Threats) model in educational management, where strengths can be maximized through training, while obstacles can be overcome through school policy advocacy.

5. Analysis and Implications

Overall, PLP students have proven to play a significant role in supporting a child-friendly school culture through the implementation of deep learning and good habits. The findings show holistic improvement: cognitive (through deep learning), affective (through habit formation), and social (through inclusiveness). However, this contribution is still short-term due to the limited duration of the PLP, which can reduce the long-term effect if not followed up. To make the impact

more sustainable, the following are needed: • Closer collaboration between PLP students, teachers, and school officials, such as weekly meetings to share strategies; • Strengthening of mentoring and supervision programs from supervising lecturers, including regular field visits for monitoring; • Expansion of the use of interactive digital media to support deep learning, such as free applications like Kahoot or Google Classroom that can be accessed offline. In addition, it is important to realize that the role of PLP students as agents of change is not limited to learning and familiarization, but also includes efforts to build awareness of the importance of inclusive education among students, teachers, and the school community.

Through outreach activities such as mini-seminars on cultural diversity, training for teachers on instructional differentiation for student special needs, and individual assistance for students with learning challenges, PLP students can help create a learning environment that is more accepting of differences, and ensure that every student has the same opportunity to learn and develop according to their respective potential. For example, in observation, PLP students facilitate mixed learning groups that integrate high-achieving students with those who are less capable, thereby reducing the learning gap. In addition, PLP students can also act as mediators between schools, families, and communities in supporting inclusive and sustainable education programs, for example through parent workshops on household support for good habits. Thus, the contribution of PLP students not only has an impact on improving the quality of learning and character building of students, but also on strengthening an inclusive and equitable school culture, which is in line with the Sustainable Development Goals (SDGs) number 4 on quality education.

CONCLUSION

Based on the results of the research and discussion described above, it can be concluded that PLP students play a significant role in

supporting the creation of a child-friendly school culture through the implementation of deep learning and good habits in elementary schools. PLP students are able to apply the principles of deep learning that actively involve students, encourage critical thinking, and relate the material to everyday life. They also actively instill positive habits such as morning greetings, praying together, literacy, maintaining cleanliness, and discipline, which have a positive impact on students' religious attitudes, discipline, and responsibility. In addition, the presence of PLP students helps strengthen child-friendly school practices by creating a safe, inclusive, participatory, and enjoyable learning environment. Factors supporting the success of this implementation include student enthusiasm, support from teachers and principals, and the creativity of PLP students. Meanwhile, factors The obstacles include limitations on the duration of PLP, interactive learning facilities, and an evaluation system that is not yet optimal. For the sustainability of this positive impact, closer collaboration between PLP students, teachers, and schools is needed, as well as strengthening the mentoring and supervision programs from supervising lecturers and expanding the use of interactive digital media. This study confirms that PLP students not only play a role as practitioners, but also as agents of change who contribute significantly to the formation of a child-friendly school culture.

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