

**MANAGEMENT OF CHILD-FRIENDLY LEARNING ENVIRONMENT IN
INCREASING THE NOBLE CHARACTER OF STUDENTS IN MADRASAH
TSANAWIYAH**

(Case Study of MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya)

Rita Sukaesih, Iim Wasliman, Fahrurroji Fahrurroji, Ahmad Sukandar

Universitas Islam Nisantara, Bandung

ABSTRAK

Child-friendly learning environment management is intended to ensure the fulfillment of children's rights and protection from violence, discrimination and other abuse. However, in reality, madrasahs are not yet fully able to manage friendly learning resources based on child-friendly school (RSA) guidelines, this is due to teachers' still weak understanding of child-friendly learning environments, limited financial resources and infrastructure owned by madrasahs. This research aims to describe and analyze planning, organizing, implementing, evaluating, problems and child-friendly management solutions in improving students' morals. The approach used in this research is qualitative with a case study method. The results of this research show: 1) Planning for a child-friendly learning environment was carried out involving various parties such as madrasah supervisors, Madrasah Heads, Teachers' Councils and Madrasah Committees and had been formulated in the planning; 2) Organizing a child-friendly learning environment that is conducive and effective in improving students' noble morals has not been fully realized by the madrasah; 3). The implementation of a child-friendly learning environment is carried out with various activities both in learning and in extra-curricular activities such as the tahfiz program; 4) Evaluation of child-friendly learning environments in improving nobleness is carried out normatively including summative and formative assessments; 5) Problems found were that teachers' resource capabilities did not understand the child-friendly school concept implemented in the learning process; and 6) Solutions to overcome the problem of child-friendly learning environment management in improving noble morals can be done with well-planned child-friendly learning management, the availability of sufficient financing, as well as the supporting capacity of infrastructure and good collaboration with various parties. In general, the results of this research conclude that child-friendly learning environment management has been implemented according to management functions, but has not been implemented optimally based on SRA implementation guidelines.

Keywords: Learning environment resource management, noble morals

A. Introduction

The learning environment in general can take the form of all kinds of conditions and places that can support learning. Therefore, in achieving learning success, the environment is one of the

supporting factors (Fahyuni & Arifin, 2021). By preparing the right environment, students will get better results and can enjoy the learning process that students do (Fikriyah & Jannah, 2019). The environment is one of the factors that influences the formation and development of individual behavior, both the physical environment and the socio-psychological environment, including learning (Mareza, 2021). A good learning environment will certainly influence a person's comfort in studying (Indrawati, 2020). Learning success is determined by three factors, namely: raw materials, instruments, and environment (Puspitasari & Akbar, 2021). The learning environment plays an important role in creating a conducive learning atmosphere (Qureshi & Qureshi, 2021).

According to (Albert et al., 2023) the learning environment can have an impact on learning achievement, even though the learning environment is good but the level of concern for the environment is lacking, then learning achievement can be less than optimal. Even though the learning environment is good, it is not supported by adequate other facilities, so learning achievement is also not optimal. The learning environment influences the process and results of student behavior, both directly and indirectly (Jamaludin et al., 2021). Providing a learning environment for students should receive top priority because it is a determining factor for success in building students' behavioral and moral abilities (Sa'diyah & Nurhayati, 2023). In general, the aim of managing the learning or classroom environment is to provide facilities for various kinds of student learning activities in the social, emotional and intellectual environment in the classroom (Sodikin et al., 2022). with good learning environment management, the goal of education in madrasas requires a management approach that is carried out to study and analyze the management of a child-friendly learning environment in improving students' noble morals (Afnibar et al., 2020). Management is a typical process consisting of planning, organizing, activating and controlling actions to determine and achieve goals through the use of human resources and other resources (Wahyuni et al., 2022).

The madrasa environment in the learning context and through other activities such as co-curricular and extra-curricular activities is in principle to form noble morals for good students. In principle, the curriculum is mandated to form noble morals for good students (Sudirman et al., 2022). The issue of student morals is now a serious concern not only in the context of the curriculum but more broadly in the field of education (Muti'ah & Rijadi, 2023). Every student has the right to a learning environment that is comfortable, conducive and friendly to students (Kelley & Bueno, 2022). The success of learning in the classroom is strongly supported by environmental factors such as family, community and school (Wibowo & Istiyani, 2023). The environment also influences students' social, learning and psychological relationships (Azhom, 2021). For this reason, the environment should also be something that must be considered to improve students' abilities in the learning process.

Successful achievement of educational goals in general to improve students' noble morals (Haque, 2020). Morals not only determine the high and low status of a person, but can also be used as a measure of society's morals (Nahuda & Soleh, 2023). A respectable society is a society consisting of people with good character (Amalia et al., 2022). On the other hand, a society

consisting of people who like to commit robbery, crime, muggings and various kinds of immorality cannot be said to be a good society (ref). In fact, such a society can hinder development progress and can cause problems for the government and the nation (ref).

As an MTs that implements the child-friendly program MTsN 2 and MTs Muslimat NU Palangka Raya City, Central Kalimantan, based on initial observations made regarding the noble morals of students, this is implemented through the implementation of madrasa regulations which lead to the formation of noble morals as also stated in the madrasah's vision and mission. That the condition of students' noble morals still appears to be very low, even though this situation cannot be measured in real statistical terms through numbers, it can be measured through the patterns of behavior shown by the students. It can be described that there are some students who still do not have a high level of awareness, there are some students who are reluctant to perform Dhuha and midday prayers in congregation, still wander around when class starts and there are many other immoral behaviors carried out by students.

The problem of managing a child-friendly learning environment in improving students' good morals at MTs is a problem that continues to develop in the aspects of planning, organizing, implementing and evaluating. This problem is triggered by the lack of optimal student empowerment, the commitment of madrasa heads, teachers and madrasa committees in creating a child-friendly learning environment. Another thing that exacerbates the problem of improving students' noble morals is the involvement of parents, teaching human resources and educational staff who are still not competent enough, the availability of facilities and financing is still less than optimal, so this has quite an impact on efforts to improve students' noble morals. Such conditions increasingly distance the madrasah from achieving its goal of strengthening students' noble morals. Apart from that, the root of the problem that can be identified is the problem of curriculum management itself which has not been organized well enough, so that it not only has an impact on the noble character of students but can also have an impact on the quality of learning and ultimately have an impact on student achievement both academically and Non-Academic.

This research generally aims to describe and analyze the management of a child-friendly learning environment in improving students' noble morals. The specific aim of this research is to describe and analyze the planning, organization, implementation, evaluation, problems and solutions carried out in overcoming the problem of child-friendly learning environment management in improving the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya. The selection of research locations at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya City was based on the designation of MTsN 2 Palangka Raya City as a child-friendly school based on the Decree of the Mayor of Palangka Raya Number 188.45/249/2020 concerning the Determination of Child-Friendly Schools towards the City of Palangka Raya. Children and MTs Muslimat NU Palangka Raya City which is proposed as a child-friendly school. These two loci are located in the Palangka Raya city area where the distance between the two madrasas is around 10 kilometers. MTsN 2 Palangka Raya City is on the Trans Palangka Raya-Sampit Tjilik Riwut Km. 7 Subdistricts: Bukit Tunggal, Jekan Raya District,

Palangka Raya City. Meanwhile, MTs Muslimat NU Palangka Raya City is in a densely populated area with the address Jl. Jati, Panarung, District. Pahandut, Palangka Raya City, Central Kalimantan 74874 with accreditation status A (Excellent).

B. Research methods

This research is qualitative field research, namely research that aims to directly understand events directly in the field. The advantage of a qualitative approach is that its specific procedures produce rich, detailed data about a small number of people and cases. Because this small number actually produces in-depth and detailed data as well as a careful depiction of the situations, events, people, interactions and behavior observed. Detailed descriptions, direct quotations, and case documentation from a qualitative approach are collected through unlimited stories without trying to limit people's activities or experiences within predetermined provisions, such as standardized categories in response choices in questionnaires or test

In this case the researcher seeks to explain and understand how planning, organizing, implementing, evaluating, problems and management solutions for child-friendly learning environments can improve the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya. The intrinsic case study was carried out by researchers who sought to understand a case of child-friendly learning environment management in improving the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya. This case attracted the interest of researchers so data mining was needed to understand it in detail. The goal is not to understand abstract constructs or certain general phenomena, not to formulate a theory.

The location of this research was carried out at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya City for the reason that these two schools were designated as madrasahs that implemented child-friendly programs. The SRA program also hopes that educational units will be able to guarantee the fulfillment of children's rights and protection from violence, discrimination and other abuse, as well as supporting children's participation in planning, policy, learning and supervision of educational units..

1. Data collection technique

One important component in research is the researcher's process in collecting data. Mistakes made in the data collection process will make the analysis process difficult. Apart from that, the results and conclusions that will be obtained will be ambiguous if the data collection is carried out incorrectly. Each research has a different data collection process, depending on the type of research the researcher wants to conduct. Collecting qualitative data will definitely be different from collecting quantitative data. Statistical data collection also cannot be equated with analytical data collection:

a. Interview

An interview or interview is a form of verbal communication. This interview is a conversation aimed at obtaining information. Interviews are a tool to reveal what people think or feel about various aspects, in this case the management of a child-friendly learning environment in improving the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya. Through in-depth questions and answers, researchers can obtain information and descriptions about planning, organizing, implementing, evaluating, problems and management solutions for child-friendly learning environments in improving the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya. Interviews in this research were conducted with research subjects who mastered and were considered to understand the research topic.

b. Observation

In general, observation is the activity of observing objects in the field. Observation activities also require researchers to record various symptoms encountered systematically. According to Mardawani, various information obtained through observation is in the form of place (space), actors, activities, objects, actions, events, time and feelings. An important aim of conducting observations is to provide researchers with a realistic picture of a behavior or event related to the activities of the research object. In research, the data that will be collected through observation techniques include: (1) Observation of the learning environment, buildings, teaching aids, infrastructure and facilities. (2) Observation of the social environment of the research locus. (3) Learning activities. (4) Activities that support the improvement of students' noble morals.

c. Documentation

Existing document sources can generally be divided into two types, namely official documentation, including decision letters, letters of instruction, and letters of proof of activities issued by the office or organization concerned and unofficial documentation sources which may be in the form of memorandums, personal letters providing information. strong against an event. Through this documentation technique, data is collected including: 1) child-friendly program policies and regulations; 2) instructions for implementing child-friendly madrasas; 3) child-friendly learning environment planning document; 4) child-friendly learning documents 5) profiles of MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya; 6) programs and activities to develop students' noble morals; and 7) the results of developing students' noble morals.

2. Data Collection Instrument

No	Research purposes	Research Indicators	Data source	Research Techniques		
				W	O	SD
1	Planning	1) Task details 2) Division of labor 3) Organizing	1) Head of Madrasah Education 2) Supervisor of the	√	-	√

		<p>structure</p> <p>4) Standard Operating Procedures (SOP)</p>	<p>Ministry of Religion Office</p> <p>3) Head of MTsN 2 and MTs Muslimat NU Palangka Raya</p> <p>4) MTsN 2 and MTs Muslimat NU Palangka Raya teachers</p>			
2	Organizing	<p>1) Learning plans and programs</p> <p>2) Explanation of material</p> <p>3) Strategy and methods</p> <p>4) Resources, tools and learning facilities</p> <p>5) Assessment methods and tools</p> <p>6) Setting the learning environment</p>	<p>1) Head of Madrasah Education</p> <p>2) Supervisor of the Ministry of Religion Office</p> <p>3) Head of MTsN 2 and MTs Muslimat NU Palangka Raya</p> <p>4) MTsN 2 and MTs Muslimat NU Palangka Raya teachers</p>	√	-	√
3	Implementation	<p>1) Evaluation plan</p> <p>2) Collect data</p> <p>3) Data verification</p> <p>4) Process and analyze data</p> <p>5) Interpretation and drawing conclusions</p> <p>6) Follow up</p>	<p>1) Head of Madrasah Education</p> <p>2) Supervisor of the Ministry of Religion Office</p> <p>3) Head of MTsN 2 and MTs Muslimat NU Palangka Raya</p> <p>4) MTsN 2 and MTs Muslimat NU Palangka Raya teachers</p>	√	√	√
4	Evaluation	<p>1) Educator Resources</p> <p>2) Infrastructure</p> <p>3) Financing</p>	<p>1) Head of Madrasah Education</p> <p>2) upervisor of the Ministry of Religion Office</p> <p>3) Head of MTsN 2 and MTs Muslimat NU Palangka Raya</p>	√	√	√

			4) MTsN 2 and MTs Muslimat NU Palangka Raya teachers			
5	Problem	1) Educator Resources 2) Infrastructure 3) Financing	1) Head of Madrasah Education 2) Supervisor of the Ministry of Religion Office 3) Head of MTsN 2 and MTs Muslimat NU Palangka Raya 4) MTsN 2 and MTs Muslimat NU Palangka Raya teachers	√	√	√
	Solution	1) Task details 2) Division of labor 3) Organizing structure 4) 8) Standard Operating Procedures (SOP	1) Head of Madrasah Education 2) Supervisor of the Ministry of Religion Office 3) Head of MTsN 2 and MTs Muslimat NU Palangka Raya 4) MTsN 2 and MTs Muslimat NU Palangka Raya teachers	√	√	√

Note: (W) Interview, (O) Observation, (SD) Documentation Study

C. RESULTS AND DISCUSSION

1. MTsN 2 Palangkaraya City

a. Planning a child-friendly learning environment in improving the noble character of students at MTsN 2 Palangka Raya City

Based on the results of interviews and document studies, the learning objectives were formulated by the madrasah in a meeting forum involving the head of the madrasah and the teacher council. In the meeting, the head of the Madrasah also involved the madrasa supervisor at the Office of the Ministry of Religion, Palangka Raya City. In considering planning objectives, teachers can pay attention to the ability qualifications achieved by students after carrying out the learning process. MTsN has a comprehensive approach, including actively involving the entire educational community, deputy madrasah principals, teachers, students, parents and madrasah staff in the planning process. The madrasah holds regular meetings and discussions to identify moral problems that need to be improved, and develop appropriate general goals. Apart from that,

madrasahs also utilize a participatory approach in planning special programs to improve students' morals. They systematically analyze evaluation results, student behavior data, and input from various parties to design relevant and effective programs. This approach directs madrasahs to plan well, prioritize goals, and measure progress in achieving improvements in the noble morals of their students. With commitment and active participation from all related parties, this madrasah has succeeded in planning and identifying general goals that support the improvement of students' morals. The madrasah, in planning and identifying the general goal of improving students' noble morals, first carries out a needs analysis. This is done through surveys and interviews with students, parents and teachers to understand the ethical issues faced by students. After that, a special committee was formed to develop general objectives that include moral values and student behavior. These goals include the development of values such as integrity, honesty, empathy and tolerance. This general objective becomes a guide in designing training programs, extracurricular activities and curricula that support the improvement of students' noble morals.

b. Organizing a child-friendly learning environment to improve the noble character of students at MTsN 2 Palangka Raya City

Based on the results of interviews and document studies, the details of the assignments are adjusted to the Decree on the Distribution of Teaching Duties. In determining the division of tasks, deliberations are first held between the head of the Madrasah and the teacher council. Deliberation activities are carried out to coordinate tasks between teaching staff, administrative staff, and the learning environment committee. Teachers are responsible for planning, developing materials and implementing learning that supports students' morals. The task details also designate learning environment supervisory staff who ensure that the physical environment of the madrasah is comfortable and safe for students. They plan care and maintenance of facilities, as well as oversee the cleanliness and safety of the madrasah environment. At a more operational level, teachers have an important role in implementing the curriculum and creating child-friendly learning experiences in the classroom. With well-organized teamwork, we strive to create a learning environment that supports the development of students' noble morals. The head of the madrasah is responsible for overall supervision, ensuring that the program for the formation of noble morals is integrated into the curriculum. The teaching team plays a role in designing and implementing learning that combines moral values in each subject. The team has special responsibility in compiling and monitoring the implementation of the general goals of Noble Morals. The evaluation team is involved in developing the assessment instruments and analyzing the results. Spiritual guidance teachers support students in aspects of their spirituality and emotional well-being. Parents are invited to actively participate in supporting the improvement of noble morals at home. Overall, teamwork and effective communication between all parties is key to managing a child-friendly learning environment.

c. Implementation of a child-friendly learning environment in improving the noble morals of students at MTsN 2 Palangka Raya City

Based on the results of interviews, observations and document studies, the madrasah has implemented learning programs related to child-friendly environments and improving students' morals with learning programs both syllabus and RPP. Teachers plan learning that integrates moral values in the religious curriculum and other subjects. This program is implemented through interactive and collaborative learning methods, involving students in discussions and reflections on moral values. Teachers and educational staff act as facilitators to create a learning environment that supports the moral development of students. However, in its implementation it is still faced with various obstacles, both for infrastructure and for students. Efforts to improve morals are carried out by the entire madrasah community, including teachers, students and parents, playing a role in creating a child-friendly learning environment that focuses on forming strong morals and noble ethics for participants.

d. Evaluation of a child-friendly learning environment in improving students' noble morals at MTsN 2 Palangka Raya City

Based on the results of interviews, observations and document studies, the evaluation plan carried out by the madrasa begins by identifying clear evaluation objectives, including measuring the development of students' noble morals. After that, they designed relevant evaluation instruments, including formative and summative assessments. Furthermore, the madrasah plans an evaluation schedule that is integrated into the curriculum, so that the evaluation process does not interfere with the smooth running of learning. Teachers are actively involved in carrying out evaluations and interpreting the results. This entire process creates an effective evaluation framework to measure the development of students' noble morals and ensure the achievement of child-friendly education goals in this madrasa. The deputy head of the madrasah for curriculum and the curriculum team are involved in the evaluation planning process to ensure a strong correlation between learning and evaluation. With this approach, evaluation plans and activities monitor the academic and moral development of our students effectively. This evaluation plan includes scheduled implementation times, such as formative evaluations that take place during the learning period and summative evaluations at the end of the period.

e. Problems of child-friendly learning environment management in improving the noble character of students at MTsN 2 Palangka Raya City

Based on the results of interviews, observations and document studies, one of the problems in the educational resource aspect is that there are no teaching staff who have special competence in integrating moral values and noble character in the curriculum. The results of interviews with madrasahs revealed that sometimes, teachers lack a deep understanding of approaches to moral formation and the challenges faced by students in developing noble morals. From our point of view, this problem is critical, considering the importance of noble moral education in the formation of students. Teachers have a major role in improving students' noble morals, and therefore, increasing teacher competence in this matter is an urgent need. Therefore, it will document research efforts in identifying relevant solutions, including additional training efforts and teacher competency development. Apart from that, the problem is that teachers still lack ability and

mastery of the material, and adequate support for integrating moral values in daily teaching. Improving noble morals can be realized not only depending on knowledge and understanding, but is also closely related to the availability of the right tools to teach these values to students. In the researcher's view, improving the aspect of educational resources is one of the main priorities of the madrasah. This improvement effort involves various steps, such as developing teaching materials that are relevant to the formation of noble morals, organizing ongoing training for teachers, and ensuring that teachers have adequate access to various resources that support these efforts. From our point of view, these steps will be the main focus which will document the process of improving and developing educational resources with the aim of supporting the effectiveness of child-friendly learning environment management in improving students' noble morals..

f. Solutions implemented to overcome the problem of child-friendly learning environment management in improving the noble character of students at MTsN 2 Palangka Raya City

Based on the results of interviews, observations and document studies, strategic solutions have been implemented by the madrasah to overcome problems related to educational resources in managing child-friendly learning environments. First, madrasahs have implemented regular training and competency development programs for their teachers in an effort to integrate moral values in the curriculum and teaching. This program includes invitations to experts in the field of noble morals and ethics to provide guidance and training to teaching staff. Furthermore, the madrasah collaborates closely with educational institutions and related organizations to seek additional resources, both in the form of funds and teaching materials that support the formation of noble morals. This collaboration helps madrasahs overcome budget constraints and ensures that they have sufficient resources to provide quality education in terms of the formation of noble morals. By combining these solutions, madrasahs continue to improve the competence and quality of their teaching resources, which ultimately supports the achievement of the goal of improving noble morals.

2. MTs Muslimat NU Palangka Raya

a. Planning a child-friendly learning environment to improve the noble morals of students at MTs Muslimat NU Palangka Raya

Based on the results of interviews and document studies, concrete steps in planning and identifying general goals for improving students' noble morals. The approach they apply involves holding meetings with the Curriculum Development Team and subject teachers as one of the main strategies. In this forum, they collectively prepare plans to improve students' noble morals by detailing the targets they want to achieve within a certain time period. Apart from that, the madrasah also involves subject teachers as the main stakeholders in developing programs for the formation of noble morals. These teachers have an important role in identifying areas that require improvement in the teaching of noble morals and helping to design specific initiatives to achieve these goals. Thus, this collaborative approach is one of the solutions adopted by madrasahs in

improving the management of learning environments that support the development of students' noble morals.

b. Organizing a child-friendly learning environment to improve the noble morals of students at MTs Muslimat NU Palangka Raya

Based on the results of interviews, observations and document studies, the madrasah carries out child-friendly learning environment management by arranging structured task details. This process involves steps such as preparing plans, carrying out outreach, and conducting regular evaluations. In planning, the madrasah formulates a strategic plan that includes specific goals related to improving students' noble morals. Furthermore, the madrasah implemented this plan through various activities, including outreach about child-friendly learning environments to stakeholders, such as teachers, students and parents. In addition, the madrasah is also involved in regular evaluations to monitor the progress and effectiveness of the steps taken. Setting the details of tasks in the management of a child-friendly learning environment is one of the effective solutions in madrasah efforts to improve learning environment management which encourages the development of students' noble morals. Every staff and teacher at the madrasah understands their duties and responsibilities in accordance with their main duties (tasks). principal and function) respectively. Thus, each individual in the madrasah has a specific role in carrying out learning environment management that is able to improve the noble morals of students. Furthermore, the madrasah also emphasized the importance of synergy between the various parties involved in learning environment management. Collaboration between teaching staff, administrative officers, and other parties is key in ensuring that each task and responsibility is carried out effectively. Thus, the division of tasks based on main tasks and synergy between parties is an effective solution in madrasah efforts to improve learning environment management that supports the development of students' noble morals.

c. Implementation of a child-friendly learning environment to improve the noble morals of students at MTs Muslimat NU Palangka Raya

Based on the results of interviews, observations and document studies, madrasahs have carefully planned and implemented learning programs related to child-friendly learning environments and improving students' noble morals. The planning and implementation of these programs is carried out at the beginning of the learning year and involves all madrasah residents, including teachers, students and parents. Madrasahs develop programs that aim to create a child-friendly learning environment and improve students' noble morals. These programs include various activities such as moral training, social activities, and extracurricular activities that support the formation of positive morals. Apart from that, the madrasah also regularly evaluates the results of these programs to ensure that the goals of forming noble morals and a supportive learning environment are achieved well. With this approach, madrasahs have succeeded in integrating learning programs that focus on child-friendly learning environments and improving students' noble morals effectively. Every teacher always has a commitment to teach students to behave and say well in every interaction they have. This material is integrated into subjects and daily activities

at the madrasah, so that students continue to receive learning that supports the development of noble morals. Apart from that, the madrasah has also developed various teaching methods that focus on forming positive morals in students. Teachers actively apply an approach that prioritizes moral values in every lesson. During the teaching process, they provide concrete examples of good behavior and support the development of noble morals. With this approach, the explanation of material related to child-friendly learning environments and improving students' noble morals becomes effective and integrated in the learning process in madrasahs (CL.W A1, B1 B2a, B2b, observation and document study

d. Evaluation of a child-friendly learning environment in improving the noble morals of students at MTs Muslimat NU Palangka Raya

Based on the results of interviews, observations and document studies, we observed that the madrasah had a structured approach in preparing evaluation plans. This process begins by holding a coordination meeting with the teacher. In this meeting, the madrasah discussed the objectives of the evaluation, the indicators to be used, as well as the evaluation tools and methods that best suit the students' noble morals and learning objectives. This ensures that the evaluation carried out is in line with the development of students' noble morals. Furthermore, madrasahs also consider collaboration between teachers in developing evaluation plans. Teachers are invited to provide their input and experiences in designing effective evaluations. This allows the madrasah to obtain diverse perspectives in the evaluation planning process. With a structured approach and involving collaboration between teachers, madrasahs can develop evaluation plans that are comprehensive and relevant to the development of students' noble morals. This process begins with teachers and staff actively recording various information related to the development of students' noble morals. This information includes notes about student behavior, interactions between students, academic achievement, and changes in behavior that can influence efforts to improve their noble character. Madrasahs pay special attention to ensuring that the information records provided by teachers and staff are relevant and accurate data. They also hold regular meetings or evaluation meetings to discuss this data. This allows the madrasah to gain a better understanding of the student's condition and identify areas that require further attention in performance. By relying on information records provided by teaching and education staff, madrasahs can collect data that is important for managing a learning environment that has the potential to improve students' noble morals.

e. Problems of child-friendly learning environment management in improving the noble character of students at MTs Muslimat NU Palangka Raya

Based on the results of interviews, observations and document studies, the problems in managing child-friendly learning environments are in the aspect of educational resources. The problem identified is that not all educators in this madrasah have sufficient understanding and skills in inserting child-friendly learning aspects in their curriculum and teaching methods. This can hinder madrasah efforts in creating a learning environment that tends to improve students' noble morals. One of the main challenges is the lack of in-depth understanding of approaches to

forming noble morals and the obstacles faced by students in developing noble morals. This is a serious problem, considering the importance of noble moral education in the development of students. Therefore, further efforts are needed to improve teachers' understanding and skills in integrating moral values and noble character in the curriculum and daily teaching. The solution that might be adopted is to carry out regular training and competency development for teachers to ensure that they have special expertise in teaching moral values and noble character to students. In addition, inviting experts in the field of morals and ethics to provide guidance and training to teaching staff could be a useful step in overcoming this problem. Thus, efforts to improve educational resources in this case will be an important step in improving the management of child-friendly learning environments. In an effort to create a learning environment that is able to improve students' noble morals, adequate physical resources are needed, including supporting facilities, furniture and infrastructure. Some of the facilities and infrastructure needed to support the learning of noble morals are still not available or incomplete. This includes facilities such as libraries, laboratories, comfortable classrooms, as well as places for extracurricular activities that focus on the formation of noble morals. This lack of infrastructure can limit the ability of madrasahs to provide an optimal learning environment for students to develop noble morals. To overcome this problem, the solution that can be taken is to allocate a budget specifically for maintenance, repair and development of madrasah physical facilities. Collaboration with external parties, such as foundations or non-profit organizations, can also help in financing and improving infrastructure. Apart from that, the use of technology and innovation for efficiency in the use of available resources is also a possible step. In this way, madrasahs can aim to create a better learning environment and better support the formation of noble morals in students.

f. Solutions implemented to overcome the problem of child-friendly learning environment management in improving the noble character of students at MTs Muslimat NU Palangka Raya

Based on the results of interviews, observations and document studies, in efforts to improve the quality of the learning environment which seeks to improve the noble morals of students, madrasahs identified the need to have teachers who are skilled in integrating moral values in daily teaching. The formation of student morals is not only about knowledge and understanding, but also about having the right tools to teach these values to students. To overcome this problem, madrasahs have taken strategic solution steps. One of the solutions implemented is to carry out good socialization and collaboration with educators. Madrasahs actively provide regular training and competency development for their teachers in integrating moral values in their teaching. This includes inviting experts in the field of noble morals and ethics to provide guidance and training to madrasah teaching staff. In this way, madrasahs continue to improve the competence and quality of their teaching resources, so that they can achieve the goal of improving better noble morals for students. To overcome this problem, madrasahs have implemented strategic solutions. One of the solutions implemented is to reorganize the madrasah program facilities. By reorganizing more efficiently the use of the madrasah's physical facilities, they succeeded in maximizing the use of available space and facilities. In this case, madrasahs identify priority facilities that support students'

learning of noble morals and ensure that their use is optimized. Through this action, madrasas can create a better learning environment for students in developing noble morals.

Discussion

1. Planning a child-friendly learning environment to improve the noble character of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya

Planning is a continuous process that includes two aspects, namely planning formulation and implementation. Planning can be used to control and evaluate the course of activities, because the nature of the plan is as a guide for implementing activities. The learning environment is a place where the teaching and learning process occurs. The learning environment can influence the success of a learning process. The learning environment is not only inanimate objects around the learning place, but the people in that place are also included in the learning environment. Considering the learning environment as a main element in learning activities, it is important to plan it well. By referring to these various points of view, teaching program planning must be in accordance with the educational and teaching concepts adopted in the curriculum. The preparation of teaching programs as a process, scientific discipline, reality, learning system and technology aims to ensure that the implementation of teaching runs effectively and efficiently. The curriculum, especially the syllabus, is the main reference in planning teaching programs, but the condition of the madrasah and the surrounding environment, the condition of students and teachers are important things that should not be ignored. The need for learning planning.

2. Organizing a child-friendly learning environment to improve the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya

In the context of teaching, organizing a child-friendly learning environment plays an important role in improving students' noble morals. The detailed tasks in managing a child-friendly learning environment involve identifying clear evaluation objectives, including measuring the development of students' noble morals. Furthermore, this organization designs relevant evaluation instruments, including formative and summative assessments, and plans an evaluation schedule that is integrated into the curriculum, so that the evaluation process does not interfere with the smooth running of learning. The organizational structure in the management of a child-friendly learning environment creates an effective evaluation framework for measuring the development of students' noble morals and ensuring the achievement of educational goals that focus on the formation of noble morals. In this context, operational standards for child-friendly learning environment management are applied as guidelines in preparing a comprehensive evaluation plan. Thus, the organization described in this research is an important basis for achieving the goal of improving students' noble morals. Meanwhile, the implementation of learning programs related to child-friendly learning environments and improving students' noble morals also has a central role in this context. The process of explaining material related to a child-friendly environment and improving students' noble morals involves steps such as preparing plans, carrying out outreach, and conducting regular evaluations. In planning, the parties involved formulate a strategic plan that includes specific goals related to the formation of students' noble morals. With this approach,

these programs have succeeded in integrating learning programs that focus on child-friendly learning environments and improving students' noble morals effectively. This creates a learning environment that supports the development of students' noble morals well.

3. Implementation of a child-friendly learning environment to improve the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya

In the teaching context, implementing child-friendly learning environment management is the core of efforts to improve students' noble morals. The planning and implementation of learning programs related to child-friendly environments and improving students' noble morals illustrates a structured and directed approach. This process begins with formulating a strategic plan that includes specific goals related to the formation of students' noble morals. The explanation of material related to a child-friendly environment and improving students' noble morals is carried out carefully, integrating noble moral values in the religious curriculum and other subjects. The learning strategies and methods used in a child-friendly learning environment also reflect a commitment to achieving the goals of noble moral education. The learning process is implemented through interactive and collaborative methods, which involve students in discussion, reflection and practice of noble moral values. Providing child-friendly learning resources, tools and facilities is a priority in efforts to improve students' noble morals. Concrete steps have been taken to ensure the availability of appropriate tools to teach moral values to students.

4. Evaluation of the child-friendly learning environment in improving the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya

In the teaching context, evaluating the management of a child-friendly learning environment is a crucial aspect in improving students' noble morals. This evaluation begins with identifying clear objectives, including measuring the development of students' noble morals. The next process is designing relevant evaluation instruments, which include formative and summative assessments. Setting an evaluation schedule that is integrated into the curriculum is also an important step to ensure that the evaluation process does not interfere with the smooth running of learning. In collecting data on the management of a child-friendly learning environment and improving students' noble morals, it is important to ensure that this process runs efficiently and effectively. After the data is collected, the next step is to verify the data to validate the correctness of the information obtained during the implementation of child-friendly learning environment management. After the data is validated, data processing and analysis is carried out, which involves interpreting the information obtained and drawing relevant conclusions. Follow-up is an important stage in ensuring that recommendations and improvements identified from the evaluation results can be implemented effectively to increase the efficiency and effectiveness of child-friendly learning environment management in the formation of students' noble morals. Therefore, evaluation is a key element in achieving the objectives of this research, namely improving students' noble morals through child-friendly learning environment management. In this overall context, evaluation is not only a tool for measuring, but also for directing efforts to improve and increase students' noble morals.

5. Problems of child-friendly learning environment management in improving the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya

Dalam konteks pengajaran, permasalahan dalam manajemen lingkungan belajar ramah anak mencakup beberapa aspek kunci yang perlu dipertimbangkan secara umum, tanpa menyebutkan entitas tertentu seperti "madrasah". Salah satu permasalahan yang umumnya muncul adalah terkait dengan aspek sumberdaya pendidik. Evaluasi menunjukkan bahwa tidak semua pendidik memiliki pemahaman dan keterampilan yang memadai dalam mengintegrasikan nilai-nilai moral dan akhlak mulia dalam kurikulum dan metode pengajaran mereka. Ini menjadi tantangan serius dalam upaya meningkatkan akhlak mulia peserta didik. Selain permasalahan sumberdaya pendidik, pembiayaan juga menjadi faktor kritis dalam manajemen lingkungan belajar yang ramah anak. Upaya untuk menciptakan lingkungan yang mendukung perkembangan akhlak peserta didik memerlukan alokasi anggaran yang memadai. Keterbatasan dana dapat menghambat pelaksanaan program-program yang diperlukan untuk mencapai tujuan ini. Oleh karena itu, perencanaan anggaran yang cermat dan optimal sangat penting untuk memastikan bahwa sumber daya yang cukup tersedia untuk mendukung manajemen lingkungan belajar yang ramah anak. Selain itu, masalah terkait dengan aspek sarana prasarana juga perlu diperhatikan. Evaluasi mengungkapkan adanya kebutuhan untuk memastikan ketersediaan fasilitas yang mendukung lingkungan belajar yang ramah anak. Hal ini mencakup perawatan, pemeliharaan, dan perbaikan fasilitas fisik, serta pengadaan sumber daya pembelajaran yang relevan. Tanpa sarana prasarana yang memadai, upaya untuk menciptakan lingkungan belajar yang mendukung pembentukan akhlak peserta didik akan terhambat.

6. Solusi yang dilakukan dalam mengatasi masalah manajemen lingkungan belajar ramah anak dalam meningkatkan akhlak mulia peserta didik di MTsN 2 Kota Palangka Raya dan MTs Muslimat NU Palangka Raya/ Solutions implemented to overcome the problem of child-friendly learning environment management in improving the noble morals of students at MTsN 2 Palangka Raya City and MTs Muslimat NU Palangka Raya

In the context of teaching, solutions to problems in the management of child-friendly learning environments include a number of strategies that can be applied generally without reference to specific entities such as "madrasah." First of all, to overcome problems in the aspect of educational resources, an important step is the implementation of regular training and competency development programs for educators. This program may include inviting experts in the field of noble morals and ethics to provide guidance and training to teaching staff. In this way, educators can improve their understanding and skills in integrating moral values in the curriculum and teaching methods. Furthermore, solutions that can be applied in the context of child-friendly learning environment management are related to financing. To overcome limited funds, it is important to plan the budget carefully and optimally. Apart from that, madrasahs or educational institutions can collaborate closely with related educational institutions and organizations to seek additional resources, both in the form of funds and teaching materials that support the formation

of noble morals. By combining these solutions, we can improve the competency and quality of educational resources and support the achievement of the goal of forming better noble morals in general..

D. Conclusion

Secara umum penelitian ini disimpulkan bahwa manajemen lingkungan belajar Child-friendly has been implemented according to management functions but has not been implemented optimally based on technical instructions for implementing Child-Friendly Schools (SRA), this condition has an impact on efforts to improve students' noble morals. The specific conclusions of this research are (1) Planning for a child-friendly learning environment was carried out involving various parties such as madrasah supervisors, Madrasah Principals, Teachers' Councils and Madrasah Committees and has been formulated in planning, but the planning that has been formulated by the madrasah is not yet ideal. guided by planning indicators. (2) Organizing a child-friendly learning environment that is conducive and effective in improving the noble character of students has not been fully realized by the madrasah, this is because there is still a lack of participation level of students and parents in involving in child-friendly learning environment activities. (3) The implementation of a child-friendly learning environment is carried out with various activities both in learning and in extra-curricular activities such as the tahfiz program. There are still distortions between implementation and planning so that activities to improve students' noble morals have not been implemented properly. (4) Evaluation of child-friendly learning environments in improving students' noble morals is carried out normatively, including summative and formative assessments, while the mechanism for evaluating the achievements of improving students' noble morals has not been carried out in a structured manner. (5) Management of a child-friendly learning environment in improving students' noble morals is still faced with the problem of teacher resource capabilities who do not understand the concept of SRA which is implemented in the learning process. (6) Solutions to overcome the problem of child-friendly learning environment management in improving noble morals can be done with well-planned child-friendly learning management, the availability of sufficient financing, as well as the supporting capacity of infrastructure and good cooperation with various parties.

E. References

Afnibar, A., Amalia, A., Nasrul, D. F., & Rahmi, A. (2020). Children's Worth School: Psychological Well-Being of High School Students in Padang. *Al-Ta Lim Journal*, 27(2), Article 2. <https://doi.org/10.15548/jt.v27i2.632>

Albert, Zulmuqim, Iswantir, Irwandi, & Rahman, A. (2023). Evaluation Of Child Friendly Pesantren Program In West Sumatra Province. *Al-Afkar, Journal For Islamic Studies*, 6(3), Article 3. <https://doi.org/10.31943/afkarjournal.v6i3.665>

Amalia, D., Wasliman, I., Hanafiah, & Rostini, D. (2022). Management of Character-Based Education Tatanen Dibalai Atikan in Improving the Quality Of Creative And Innovative Smpn Graduates. *Baltic Journal of Law & Politics*, 15(7), Article 7.

- Azhom, A. M. (2021). Realizing a Child Friendly City as Protection towards Children in Indonesia. *Constitutionale*, 2(2), Article 2. <https://doi.org/10.25041/constitutionale.v2i2.2420>
- Fahyuni, E. F., & Arifin, M. B. U. B. (2021). *Child-Friendly Through Hizbul Wathan in Indonesia Muhammadiyah School*. 132–139. <https://doi.org/10.2991/assehr.k.210304.030>
- Fikriyah, & Jannah, W. N. (2019). *Child-Friendly Education Program In Elementary School Toward Traditional Games*. 38–43. <https://doi.org/10.2991/pfeic-19.2019.8>
- Haque, M. E. (2020). The Quest of a Working Mother for Career and Empowerment: Future of Child at Crossroad. *International Journal of Islamic Thoughts*, 9(1 and 2), Article 1 and 2.
- Indrawati, N. P. V. (2020). *Analysis of Early Childhood Needs for Protection From the Environment*. 270–276. <https://doi.org/10.2991/assehr.k.201204.051>
- Jamaludin, U., Awiria, A., Sudrajat, A., & Prawira, A. Y. (2021). Analysis of Character Education Values in 4th Grade Student Thematic Books in the 2013 Curriculum. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), Article 2. <https://doi.org/10.35445/alishlah.v13i2.561>
- Kelley, E. S., & Bueno, R. (2022). Explicit Word Learning in Preschoolers From Families With High or Low Maternal Education. *Communication Disorders Quarterly*, 43(4), 246–260. <https://doi.org/10.1177/152574012111043757>
- Mareza, L. (2021, August 19). *The Role of Class Teachers in The Implementation of Guidance and Counseling in The Formation of Characters in Children with Special Needs*. Proceedings of The 6th Asia-Pacific Education And Science Conference, AECOn 2020, 19-20 December 2020, Purwokerto, Indonesia. <https://eudl.eu/doi/10.4108/eai.19-12-2020.2309191>
- Muti'ah, A., & Rijadi, A. (2023). Thematic learning at the first grade of elementary school: Life skills development practice. *AIP Conference Proceedings*, 2679(1), 070017. <https://doi.org/10.1063/5.0111542>
- Nahuda, & Soleh, M. (2023). The Relationship between Student Discipline Attitudes and a Child Friendly School Environment. *INTERNATIONAL JOURNAL OF ECONOMICS, MANAGEMENT, BUSINESS, AND SOCIAL SCIENCE (IJEMBIS)*, 3(3), Article 3. <https://doi.org/10.59889/ijembis.v3i3.171>
- Puspitasari, L., & Akbar, S. (2021). *Comparative Analysis of Government Policies Indonesia and Malaysia About Character Education in Primary Schools*. 123–130. <https://doi.org/10.2991/assehr.k.211126.048>
- Qureshi, A., & Qureshi, N. (2021). Challenges and issues of STEM education. *Advances in Mobile Learning Educational Research*, 1(2), Article 2. <https://doi.org/10.25082/AMLER.2021.02.009>

Sa'diyah, H., & Nurhayati, S. (2023). Analysis of Child-Friendly School Strategies to Prevent Bullying at Elementary Schools. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), Article 3. <https://doi.org/10.35445/alishlah.v15i3.3320>

Sodikin, S., Imaduddin, I., Abidin, Z., & Sirojuddin, A. (2022). Islamic Religious Education Model with Knowing-Doing-Meaning-Sensing-Being Approach to Realize Knowledge Integration. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), Article 4. <https://doi.org/10.35445/alishlah.v14i4.2549>

Sudirman, A., Setiawan, E., & Septiani, E. (2022). PROMOTING CHILD-FRIENDLY EDUCATION IN THE DIGITAL AGE: A COMMUNITY SERVICE PERSPECTIVE. *Aplikasia: Jurnal Aplikasi Ilmu-Ilmu Agama*, 22(2), Article 2. <https://doi.org/10.14421/aplikasia.v22i2.2932>

Wahyuni, S., Arina Rahma, R., Ahsanuddin, M., & Avrilianda, D. (2022). The Development of e-Books Religio-humanistic Parenting as an Effort to Prevent Violence Against Children. *2022 2nd International Conference on Information Technology and Education (ICIT&E)*, 168–174. <https://doi.org/10.1109/ICITE54466.2022.9759843>

Wibowo, A. M., & Istiyani, D. (2023). Inclusive Islamic Boarding School Integrated Education in Indonesia: Sn Educational Model, Obstacles, and Opportunities. *International Conference on Science, Education, and Technology*, 9, 5–12.