



The Concept of Child-Friendly Early Childhood Curriculum Development in Early Childhood Education

Anayanti Rahmawati, Warananingtyas Palupi, Ruli Hafidah, Muhammad Munif Syamsuddin, Adriani Rahma Pudyaningtyas, Nurul Kusuma Dewi, Vera Sholeha

Teacher Training for Early Childhood Education Department, Universitas Sebelas Maret, Surakarta, Indonesia

anayanti_r@staff.uns.ac.id, palupi@fkip.uns.ac.id,
rulihafidah@staff.uns.ac.id, wandamunif@yahoo.com,
adriani.rahma@staff.uns.ac.id, kusuma.dewi@staff.uns.ac.id,
verasholeha@staff.uns.ac.id

Abstract. The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Learning objectives will be achieved optimally if supported by an adequate curriculum. The learning process in early childhood education needs special attention, because early childhood is in a sensitive period. At an early age, children are very sensitive to various learning stimuli around them, so they need a child-friendly learning environment. This paper aims to describe the concept of developing a child-friendly early childhood education curriculum. The research method used is Systematic Literature Review (SLR). The SLR method is used to identify, assess, and interpret all findings on research topics to answer predetermined research questions. The SLR method has three steps, namely planning, implementation, and reporting. Sources of data in this study were collected from Garuda Reference Digital and Google Scholar. The articles reviewed are 15 articles. The selection of articles was determined which was published between 2012-2021. The results of the study based on a literature review show learning material is the main basis in implementing child-friendly early childhood. The learning materials that have been determined must then be planned before their application so that the learning process has a directed guide so that learning objectives can be achieved optimally. The learning process ends with an individual assessment by taking into account the unique characteristics of the child. The concept of implementing a friendly early childhood curriculum organized from learning materials, development and learning content programs and learning development assessments is expected to realize child-friendly early childhood learning in accordance with the principles of child-friendly schools so that a better future generation can be realized.

Keywords: Curriculum, Early Childhood Education, learning, child friendly, early childhood

1 Introduction

Children are in the golden age, a condition of very rapid development. Early childhood offers a critical window of opportunity to shape the trajectory of a child's holistic development and build a foundation for their future [1]. Child development is multi-dimensional and includes cognitive-language, sensory-motor, and social-emotional domains, all of which are interdependent [2]. Stimulation in various aspects at an early age is needed in order to achieve optimal development. Efforts to stimulate development must be carried out continuously and consistently. Stimulation of development can be run well and directed, if it is carried out in an educational unit using structured guidelines. A structured learning guide is needed in order to achieve the learning objectives in accordance with the expectations that have been set. Structured learning for children can only be achieved in a structured environment, namely schools.

Schooling has now become a necessity for children. Getting children into school means providing an appropriately structured stimulation service. In Indonesia, through Permendikbud No. 146 it has been established that the standard of service length of school time for children aged 4-6 years is a minimum of 900 minutes per week [3]. Children spend most of their effective time studying at school, mostly in the classroom [4]. Learning activities in the classroom are the most potential conditions to have an influence on children. Therefore, it is not surprising that schools are referred to as second homes for children. The effective length of time that children spend at school requires structured guidance in the implementation of learning so that children get good developmental stimulation so that learning outcomes can be achieved optimally. Structured learning guidelines in schools, contained in the curriculum.

The curriculum as a learning guide in schools is a blue print for systematically carrying out educational activities [5]. A similar opinion was stated the curriculum as a plan of teaching or instruction [6] while the other opinion considered the curriculum as a plan for a continuous teaching-learning process [7]. The curriculum as a teaching and learning plan in its real implementation in schools must still pay attention to the safety and comfort of children. Safe and comfortable conditions for children are needed so that children can carry out various activities at school without obstacles. Children who feel safe and comfortable with the school environment will be able to learn well so that learning outcomes can be achieved optimally. School as a second home should be a child-friendly place. Efforts to realize child-friendly early childhood education should start with the preparation of a curriculum that will be implemented in schools. This paper aims to review the results of previous research related to the concept of developing a child-friendly early childhood education curriculum with the aim that children get child-friendly learning in school.

2 Theoretical Framework

2.1 Systematic Literature Review (SLR)

SLR is a basic process in research, which is done by reviewing the relevant literature. SLR is done by identifying literature gaps by summarizing, analyzing, and synthesizing a number of literatures to test certain hypotheses in order to develop new theories [8]. The stages of research using the SLR method include identifying, measuring, and interpreting research results to answer predetermined questions. Research with the SLR method aims to answer questions in a focused, specific and relevant manner with a predetermined topic [9]. SLR is also used to identify gaps in current conditions with previous conditions and provide suggestions or alternative ideas for future research [10].

2.2 Definition of Curriculum

The use of the term curriculum in education was first conveyed that stated that the curriculum is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies that are various studies related to their own experiences [11]. The understanding of the curriculum then developed in various perspectives, some experts [12] [13] [14] [15] stated that the curriculum is a series of experiences that children have under the guidance of teachers. The intended experience is all learning experiences that are planned and directed by the school to achieve educational goals.

The definition of curriculum put forward by experts continues to evolve, such as curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner [16]. Another opinion, namely the curriculum is all learning outcomes planned by the school [17]. Curriculum refers to a written plan that will be taught to students [18]. Saylor, An additional explanation that the curriculum is a plan that must be followed to help students gain learning experiences [19].

The Indonesian state adheres to the implementation of the national curriculum, which means the curriculum is determined by the government and must be implemented by all schools in accordance with their respective educational levels. The 2003 National Education System Law [20] explains that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Taking into account the notion of curriculum according to applicable laws, that the curriculum is all activities that can support the success of education, either directly or indirectly [21].

The curriculum is in the form of a set of subjects and educational programs provided by educational institutions that contain lesson plans that will be given to students [22]. The set of subjects in the curriculum is adjusted to the conditions and needs at every level of education. The curriculum also regulates competency plans and how to achieve

them for students. Regarding the achievement of competencies in the curriculum, Asimilar opinion, namely the curriculum in addition to regulating learning plans and goals, it also regulates the competencies to be achieved, materials and learning outcomes expected from students [23]. Based on the opinions that have been described, it can be concluded that the curriculum is a guideline used in learning in order to achieve learning outcomes as expected.

2.3 Curriculum Development

The curriculum used in learning is not permanent. Curriculum changes are very possible because of changing times that demand changes in people's mindsets. Curriculum review must always be carried out periodically and routinely through curriculum evaluation. The International Bureau of Education (IBE-UNESCO) [24] explains that curriculum evaluation aims to assess the impact of the applied curriculum on children's learning outcomes. Curriculum evaluation aims to find: (1) the specific strengths and weaknesses of the curriculum and its implementation; (2) Important information for strategic change and policy decisions; (3) Inputs needed to improve learning and teaching; and (4) Indicators for monitoring. The results of the curriculum evaluation will produce decisions for curriculum development.

Curriculum development is a general procedure in designing, implementing, and evaluating a curriculum [25]. Further explained in curriculum development can mean the preparation of a completely new curriculum (curriculum construction) or perfecting the existing curriculum (curriculum improvement). Curriculum development is carried out to direct the current curriculum to the expected educational goals [26]. The curriculum development process must involve all interested parties, including teachers, education administrators, education practitioners, teachers and parents, as well as community leaders [25]. related parties/stakeholders can provide suggestions, input so that curriculum implementation can be carried out properly so that it is able to produce products in the form of outputs and outcomes as desired [27].

2.4 The Concept of Child-Friendly Early Childhood Curriculum Development

Child Friendly Schools (CFS) are formal, non-formal, and informal education units that are able to provide fulfillment of rights and special protection for children, including a complaint mechanism for handling cases in the education unit (Deputy for Child Development, 2020) [28]. The definition of CFS in more detail is explained in the Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 [29] which explains that CFS is a formal, non-formal and informal education unit that is safe, clean and healthy, cares and has a culture of the environment, able to guarantee, fulfill, respecting children's rights and protecting children from violence, discrimination, and other mistreatment and supporting children's participation, especially in planning, policy, learning, monitoring, and complaint mechanisms related to the fulfillment of children's rights and protection in education. The implementation of CFS is carried out at all levels of education, from the

Early Childhood Education (ECE) level to the high school level. ECE as the earliest level of education, is the initial spearhead of laying the foundation for child-friendly school education.

The implementation of learning in CFS must pay attention to the principles which include: (1) Non-discrimination, namely ensuring the opportunity for every child to enjoy the child's right to education without discrimination based on disability, gender, ethnicity, religion, and parental background; (2) The best interests of the child are always the main consideration in all decisions and actions taken by education managers and providers relating to students; (3) Life, survival, and development, namely creating an environment that respects the dignity of the child and ensures the holistic and integrated development of every child; (4) Respect for children's views, which includes respect for children's rights to express views in all matters affecting children in the school environment; and (5) good management, namely ensuring transparency, accountability, participation, information disclosure, and the rule of law in education units [29].

CFS Indicators were developed to measure the achievement of CFS, which includes 6 (six) important components, namely: (1) CFS policy; (2) Curriculum Implementation; (3) Trained Educators and Education Personnel on Child Rights; (4) CFS facilities and infrastructure; (5) Child Participation; and (6) Participation of Parents, Community Institutions, Business World, Other Stakeholders, and Alumni [29]. The achievement of indicators for implementing the CFS curriculum needs to get the main attention because the curriculum is the main guide in learning. In the absence of a clear curriculum as a reference for learning, learning will not be able to take place effectively.

The National Association for Early Childhood in America, better known as the National Association of Early Child Years (NAECY) [30] limits the scope of the early childhood curriculum as follows: (1) The curriculum contains material that children learn; (2) The curriculum is a process followed by children to achieve the goals set; (3) the curriculum contains teacher support for children to achieve certain goals; (4) a blended curriculum when the learning and teaching process occurs. In line with NAECY [30], in Indonesia, the preparation of the early childhood education curriculum is based on the availability of two documents. The first document contains (1) the background and operational basis of curriculum preparation; (2) the vision, mission, goals of early childhood education; (3) curriculum characteristics; (4) development programs and learning content; (5) education calendar and annual program and (6) standard operating procedures. The second document contains about; (1) semester program; (2) weekly program implementation plan; (3) daily program implementation plan; (4) assessment of learning development. Curriculum development must pay attention to the limits that have been set. Based on the curriculum limitations that have been described, in this case, the concept of child-friendly early childhood curriculum development must pay attention to the following matters: (1) the material that children learn; (2) development programs and learning content; (3) assessment of learning development.

3 Research Methodology

3.1 Object of research

The object of this research is the concept of child-friendly early childhood curriculum development. Taking the object has several reasons, namely:

- currently there is no guide to the raw materials that children must learn regarding the child-friendly early childhood curriculum
- development programs and learning content related to child-friendly early childhood there is no standard guide
- assessment of learning development in child-friendly early childhood is not yet available

3.2 Research methods

3.1.1. Research Question (RQ).

The research question formulation guides the keyword search terms that can be used to obtain research [10]. The existence of research questions is useful to help direct the needs of the topic being discussed. The research questions in this study are:

RQ1. What materials should children learn in child-friendly early childhood?

RQ2. How is the development program and learning content related to child-friendly early childhood?

RQ3. How to assess learning development in child-friendly early childhood?

3.1.2. Search Process.

The Search Process is the part where searching for relevant sources is carried out to answer the Research Question (RQ). The search process is carried out through Google by opening the website address <https://garuda.ristekbrin.go.id/> as primary data, plus the website address <https://www.google.com/> as secondary data.

3.2.3. Inclusion and Exclusion Criteria.

. At this stage, the determination of appropriate and relevant journal articles is carried out not. The eligibility criteria are:

- The data found are in about the years 2012-2021.
- The data was obtained from the website addresses <https://garuda.ristekbrin.go.id/> and <https://www.google.com/>.
- The data used and taken only relates to the child-friendly early childhood.

3.2.4. Quality Assessment (QA).

Quality Assessment is in the form of questions to determine the availability of criteria in journal articles.

QA1. Do you write about child-friendly early childhood learning materials?

QA2. Does the journal article write down development program and learning content related to child-friendly early childhood?

QA3. How to assess learning development in child-friendly early childhood?

Furthermore, each journal article will be given an assessment based on the questions above.

- a. Y/Yes: for answers if yes
- b. N/No: for the answer if no

3.2.5. Data Collection.

Data collection is the process of collecting research evidence. There are two types of data in this study, namely primary data and secondary data. Primary data collection is carried out through the website <https://garuda.ristekbrin.go.id/> because the Garuda website provides journals of relevant research results in Indonesia. Secondary data is obtained from a Google search or Google Scholar. The data search procedure is carried out using the following steps: a. Open the website <https://garuda.ristekbrin.go.id/>. b Enter the keyword "child-friendly early childhood" in the search field. c. Select the year on the left, select the year range. Then click filters. The results will be visible on the web page.

3.2.6. Data Analysis.

At this stage, the data that has been collected will be analyzed based on the Research Question:

- Materials that should children learn in child-friendly early childhood (referring to RQ1)
- Child-friendly early childhood development programs and learning content (referring to RQ2)
- Assessment of learning development in child-friendly early childhood (referring to RQ3)

4 Results And Discussion

4.1 Search Process Results.

The results of the search process are grouped by journal name, that can be seen at table 1

Table 1. Grouping by Journal Name

No	Journal name	Tahun	Amount
1	PAUDIA	2011	1
2	Kemadha	2017	1
3	Educational Technology	2019	1
4	Komunikasi Antar Perguruan Tinggi Agama Islam	2019	1
5	Pendidikan dan Kebudayaan Missio	2019	1
6	Instruksional	2020	1
7	Obsesi	2020	1
8	Pelita PAUD	2020	1
9	Perak Malahayati	2020	1
10	Tunas Siliwangi	2020	1
11	Varia Justicia	2020	1
12	Hamalatul Qur'an	2021	1
13	Indonesian Journal of Early Childhood Education	2021	1
14	Kafa'ah Journal of Gender Studies	2021	1
15	Pendidikan dan Pembelajaran Anak Usia Dini	2021	1
Total			15

4.2 Selection Results Inclusion and Exclusion

Criteria The results of the search process are selected based on criteria. This process produces 15 journal articles, and further analysis of the journal article data will be carried out. Table 2 shows the quality assessment results to get an idea of whether we can use the journal articles found or not.

4.3 Quality Assessment Results

Quality Assessment is based on the following questions:

QA1. Do you write about child-friendly early childhood learning materials?

QA2. Does the journal article write down development program and learning content related to child-friendly early childhood?

QA3. How to assess learning development in child-friendly early childhood?

Based on the questions above, the data contained in table 2

Table 2. Quality Assessment Results

No	Author	Title	Year	QA1	QA2	QA3	Result
1	Kristanto, et.al	Identifikasi Model Sekolah Ramah Anak Jenjang Satuan Pendidikan AUD Se- Kecamatan Semarang Selatan	2011	-	√	-	Y
2	Diyanti, et. Al	Lingkungan Ramah Anak pada Sekolah Taman Kanak-Kanak	2014	√	-	-	Y
3	Seftianing-sih	Penerapan Konsep Desain Interior Ramah Anak Pada PAUD Mutiara Bunda Condongatur Yogyakarta	2017	√	-	-	Y
4	Gustiana, et. Al	Kesiapan Menuju PAUD Ramah Anak	2019	-	√	-	Y
5	Shunhaji & Hasanah	Pendidikan Ramah Anak Perspektif PAUD Madinatur Rahmah	2019	-	√	√	Y
6	Talu & Gomes	Identifikasi Sekolah Ramah Anak Pada Satuan PAUD di Kecamatan Langke Rembong Berdasarkan Kebijakan Pengembangan Sekolah Ramah Anak	2019	√	-	-	Y
7	Bachtiar	Pembelajaran Berbasis Ramah Anak Taman Kanak-Kanak di Kecamatan Bontotiro Kabupaten Bulukumba	2020	-	√	-	Y
8	Erdianti & Al-Fatih	Children Friendly School as the Legal Protection for Children in Indonesia	2020	√	-	-	Y
9	Na'imah, et.al	Implementasi Sekolah Ramah Anak untuk Membangun Nilai-Nilai Karakter Anak Usia Dini	2020	√	-	-	Y
10	Nuraeni, et.al	Efektivitas Program Sekolah Ramah Anak Dalam Meningkatkan Kompetensi Sosial	2020	√	-	-	Y
11	Setiawan & Jawandi	Analisis Faktor Pendukung Kinerja Standar Pendidik terhadap Ketercapaian Sekolah Ramah Anak	2020	-	√	-	Y

No	Author	Title	Year	QA1	QA2	QA3	Result
12	Mawaddah & Zaida	Efektivitas Program Sekolah Ramah Anak dalam Pembentukan Karakter Positif pada Anak Kelompok B Usia 5-6 Tahun di RA Labschool IIQ Jakarta	2021	√	√	√	Y
13	Noer, et.al	Sekolah Ramah Anak, Disiplin, dan Budaya Kekerasan di Sekolah di Indonesia	2021	√	-	-	Y
14	Rismayani, et. Al	Pencapaian Indikator Sekolah Ramah Anak Pada Paud di Kecamatan Majauleng Kabupaten Wajo	2021	-	√	-	Y
15	Sari, et.al	Peran Guru dalam Penerapan Sekolah Ramah Anak di TK YKK 1 Bangkalan	2021	√	√	-	Y

4.4 Data Analysis

This stage contains answers to questions from the Research Question (RQ). There are three Research Questions (RQ), namely:

RQ1. What materials should children learn in child-friendly early childhood?

RQ2. How is the development program and learning content related to child-friendly early childhood?

RQ3. How to assess learning development in child-friendly early childhood.

4.5 Results Discussion

RQ1. What materials should children learn in child-friendly early childhood?

The results of the analysis of the journal, get quite diverse results on the material that should be taught in child-friendly early childhood. The material that should be taught in child-friendly early childhood is positive character that can be developed through habituation [31]. These positive characters include: (1) Being a friendly, friendly and polite person, (2) Getting used to being fond of deliberation and tolerance, (3) Having a spirit of mutual cooperation, (4) Love for the homeland, (5) Getting used to like working hard, (6) Responsible and independent, (7) Get used to living disciplined, (8) Respect for parents and teachers, (9) Be honest and fair, (10) Understand the attitude of democratic life, (11) Save water and electricity, (12) Love the environment, (13) Clean lifestyle, (14) Appreciate time, (15) Reject violence and (16) Enliven the culture of queuing. This opinion is in line with other opinion which states that the concept of child-friendly schools is based on early childhood character development that ensures the physical and psychological safety of children [32].

Another opinion, by providing a detailed explanation that the material in the process of child-friendly early childhood should be directed at: a) the development of attitudes, personality, talents, mental and physical children, b). Development of respect for human rights and fundamental freedoms, c) development of respect for parents, cultural identity, language and national values, d) preparation of children for a responsible life, and e) development of respect and love for the environment [33]. Other materials that should be delivered in organizing child-friendly early childhood are non-violent learning activities [34][35], not discriminating against children [36], protecting children from acts of value -the noble values of the nation's culture [35] and the application of non-violent discipline [37].

Regarding the comfort of children studying at school, the need to pay attention to the condition of the physical environment of the school as a place for children to carry out daily activities [38]. The physical environment of the school needs to be designed with a friendly concept, namely by paying attention to security and comfort for space users. Physical conditions that are important to pay attention to include: a room circulation system that does not interfere when children and teachers do activities together in the classroom, the number of decorations affixed and hung on the classroom walls as well as the number and location of the furniture in the classroom.

A similar opinion stated that the physical environment has an important role in child-friendly early childhood learning [39]. The components of the criteria for child-friendly early childhood include safety, comfort, and stimulation of elements of outdoor and indoor spaces in the school. A summary of the results of the journal analysis can be seen in table 3 below.

Table 3. Material Learning Content

Author	Year	Research result
Diyanti	2014	Criteria for a child-friendly early childhood environment include safety, comfort, and stimulation of elements of spaces in the school
Seftianingsih	2017	Safe and comfortable physical classroom arrangement
Talu & Gomes	2019	Anti violence. noble values of the nation's culture
Erdianti & Al-Fatih	2020	Protection of children from violence
Nai'mah, et.al	2020	The concept of child-friendly schools is based on early childhood character development that ensures the physical and psychological safety of children
Nuraeni et al	2020	Development of children's attitudes, personality, talents, mental and physical
Mawaddah & Zaida	2021	Positive character character values
Noer et al	2021	Application of non-violent discipline
Sari, dkk	2021	Do not discriminate against children

Analysis based on the results of journal studies that have been grouped shows that the materials that should be taught in child-friendly early childhood include character values [31], noble and cultural values [35], non-violence [35] [35] [37], development of children's personality, talent, mental and physical attitudes [33] and the application of discipline [35]. not discriminate against children [37] as well as safe and comfortable physical classroom arrangement [38] [39].

RQ2. How are the development programs and learning content related to child-friendly early childhood?

Regarding the results of the analysis related to development programs and learning content related to child-friendly early childhood, one of the components used as a benchmark for the achievement of child-friendly early childhood is the process and implementation of learning [31]. Child-friendly early childhood is expected to be able to create conduciveness in learning by creating a learning climate that is safe and comfortable, productive, healthy and able to develop to the fullest the potential of the child. Learning programs through the application of positive habits can be done through: (1) determining character values for each age group, meaning that in the formation and development of character in children it is necessary to have different groups according to their age so that the higher, more complete and wider the values are developed; (2) the development of the indicators in question is as a measuring tool for the achievement of the child's character; (3) inserting the character values to be developed in the semester program, described in the weekly lesson plan and inserted in the daily learning implementation plan, (4) the need for direct example from the teacher.

Based on the results of his research stated that the child-friendly early childhood learning process needs to pay attention to when preparing for learning by welcoming children, then determining the density of play, arranging the playing environment [40]. Another condition that needs to be considered is the ability of teachers to interact with students and the implementation of the learning process. The teacher's ability to invite children to clean up playing and learning equipment must also get attention. The learning process always involves the teacher with the child, so it is necessary to pay attention to the atmosphere that occurs during the teacher interacting with the child. The results of the research stated that the implementation of a child-friendly early childhood learning process must be made always fun for children [41]. Pleasant conditions will make children feel at home at school so that it will make it easier for teachers to carry out learning at school.

The implementation of child-friendly early childhood learning also needs to be supported by learning program plans and learning equipment and media. The minimum learning program that must be available is a weekly and daily lesson plan [42]. In addition, it is necessary to provide supporting learning equipment including the arrangement of adequate classrooms and the availability of game tools and children's work. This opinion is in line with the results of research which states the importance of providing interesting game media for children during the learning process [43]. In addition, child-friendly early childhood learning should be carried out in a safe, fun and involve children actively in learning activities [36]. Based on the results of their research stated the need and importance of more attention related to teaching staff and learning tools

[44]. Teachers must also play an active role in the implementation of learning by providing rights and protection for children while children are active in school [45], a summary of the results of the journal analysis can be seen in table 4 below.

Table 4. Development Programs and Learning Content

Author	Year	Research result
Kristanto et al	2011	The importance of providing interesting game media for children
Gustiana, et.al	2019	More attention is needed regarding educators and learning devices
Shunhaji & Hasanah	2019	The learning process should always be made fun for children
Bachtiar	2020	The need to pay attention to the conditions of learning preparation and teacher-child interaction
Setiawan & Jawandi	2020	Support the active role of teachers in providing rights and protection for children
Mawaddah & Zaida	2021	The process of implementing learning through positive habituation
Rismayani	2021	Learning will be carried out well if there is a learning implementation plan and its supports
Sari, et.al.	2021	Learning must be carried out in a safe, fun way and involve children actively in every activity

Analysis based on the results of journal studies that have been grouped shows the importance of paying attention to the conditions of learning preparation [40]. Learning will be carried out well if there is a learning implementation plan [42] and interesting learning media for children [43]. The process of implementing learning must also be carried out through positive habits [31], always in a pleasant atmosphere for children [36] [41] and the active role of teachers in providing rights and protection in children [44] [45].

RQ3. How is learning development assessed in child-friendly early childhood?

Assessment of learning development in child-friendly early childhood based on journal analysis, is carried out through the development of indicators that are intended as a measure of the achievement of children's character [31]. The principle of assessment of child development is based on an individual process assessment, because every child is unique, no one is the same. Assessment of learning development achievements in children always refers to aspects of growth and development [41]. Summary of the results of the journal analysis can be seen in table 5 below.

Table 5. Learning Development Assessment

Author	Year	Research result
Shunhaji & Ha-sanah	2019	Assessment is done individually based on the child's growth and development
Mawaddah & Zaida	2021	The assessment is carried out through the development of indicators is carried out through the development of indicators that are intended as a measure of the achievement of children's character

Analysis based on the results of journal studies that have been grouped shows the assessment of learning in child-friendly early childhood education is carried out individually based on predetermined indicators [31] [41]. Based on the results of the journal's analysis of the three research questions, the relationship can be described as figure 1 follows:

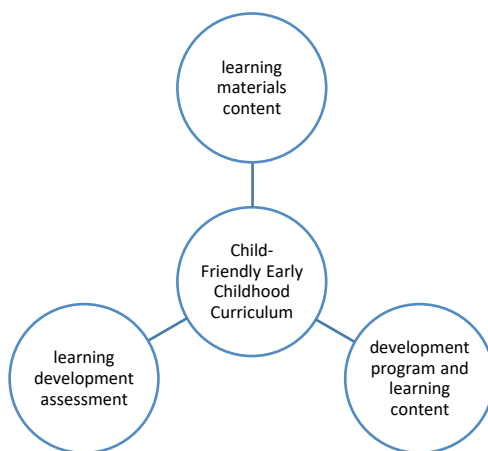


Fig. 1. Relationship between learning materials content, development program and learning content and learning development assessment

Child-friendly early childhood curriculum, should pay attention to three criteria, namely learning materials, development programs and learning content and learning development assessment. Learning material is an initial criterion that must exist, which is the basis for other criteria. Determination of learning materials needs to be done so that the CFS indicators are met according to the Regulation of the State Minister for Women's Empowerment and Child Protection [29]. The results of the journal analysis that have been carried out have shown the fulfillment of content learning materials, namely child protection, anti-violence, non-discrimination, development of children's

attitudes, personality, talents, mental and physical. This result, is very important because it is useful for creating a child-friendly environment, namely creating a safe, comfortable, healthy and conducive atmosphere, accepting children as they are, and respecting children's potential [50].

The next criterion is program development and learning content, based on the analysis results show that the program must be planned in advance. There must be learning preparation before learning implementation. Preparation includes the provision of interesting learning media and a supportive climate. This condition is important to note because without preparation, the learning that will be carried out will not run smoothly. Optimal learning will only be achieved if there has been thorough preparation that can be used as signs in its implementation. Regarding learning planning, [46] suggests that planning needs to be done with the aim of visualizing the learning outcomes that will be achieved by children [46]. That planning means compiling the steps that will be taken in learning so that the goals set can be achieved optimally [47].

The last criterion is related to learning assessment, the results of the analysis show that learning assessment must be done individually because of the unique nature of different children. The basis for the assessment is individual because each child is not the same, so that the learning achievement of one child will definitely not be the same as the learning achievement of other children. This individual assessment is in line with the implementation of the independent curriculum currently set by the government [48] [49]. Based on the independent curriculum, children are seen as individuals who have a lot of good potential who must receive stimulation in order to achieve optimal growth and development. Individual assessment must be carried out so that children get the right learning according to their needs

5 Conclusion

Based on the analysis of the research that has been done in this study, we can draw the following conclusions: first, learning material must be the main concern because it is the basis for implementing child-friendly early childhood, including. Protection of children from violence, anti-violence learning, noble values of the nation's culture, development of children's attitudes, personality, talents, mental and physical, application of non-violent discipline, positive character formation, non-discrimination, safety, comfort, and stimulation of elements of spaces in the school. Second, regarding the development and learning content program, there must be a learning preparation before learning implementation. Conditions that need to be considered are the fulfillment of interesting learning media, the learning process that is always positive and fun for children and the active role of teachers in providing rights and protection in children. Third, learning development assessment must be done individually because each child is unique, has its own criteria that are different from one another.

Acknowledgments

This manuscript was inspired by research conducted by the Satu Karsa Karya Foundation (YSKK), a civil society organization that focuses on empowering women and children. YSKK in collaboration with Education and Development in Early Childhood Research Grup Sebelas Maret University has provided assistance to CFS in the Sukoharjo area, Central Java, Indonesia. We would like to thank the Director of YSKK and the team, the Education Office of Sukoharjo Regency and ECE in the Sukoharjo Regency environment for the cooperation that has been well established. We also would like to thank to Sebelas Maret University for the grant. All author have drafted the manuscript, read the manuscript, edited it, and approved the final version of the manuscript. The authors declare there is no conflict of interest whatsoever in the conceptualization, writing and publication of this manuscript.

References

1. <https://www.unicef.org/early-childhood-development>
2. Baker-Henningham, H & Bóo, F. L. 2010. Early Childhood Stimulation Interventions in Developing Countries: A Comprehensive Literature Review. IZA Discussion Paper No. 5282, Available at SSRN: <https://ssrn.com/abstract=1700451> or <http://dx.doi.org/10.2139/ssrn.1700451>
3. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education.
4. Pianta et al (2012)
5. Shao-Wen SuSha, S., & Su, W. 2012. The Various Concepts of Curriculum and the Factors Involved in Curricula-making. *Journal of Language Teaching and Research* 3(1). DOI: 10.4304/jltr.3.1.153-158
6. Tom, A. R. 1984. *Teaching as a moral craft*. New York: Longman
7. Pratt, D. 1994. *Curriculum planning: A handbook for professionals*. Fort Worth: Harcourt Brace College Publishers
8. Xiao, Y & Watson, M. 2019. "Guidance on Conducting a Systematic Literature Review," *J. Plan. Educ. Res.*, vol. 39, no. 1, pp. 93–112, 2019, doi: 10.1177/0739456X17723971.
9. Hariyati, R.T.S. 2010. "Mengenai Systematic Review Theory dan Studi Kasus," *J. Keperawatan Indones.*, vol. 13, no. 2, pp. 124–132, 2010, doi: 10.7454/jki.v13i2.242.
10. Hussain, A, Saleh, A., Taher, I., Ahmed, and Lammasha, M. 2015. "Usability evaluation method for mobile learning application using agile: A systematic review," *J. Teknol.*, vol. 77, no. 5, pp. 51–56, 2015, doi: 10.11113/jt.v77.6116.
11. Dewey, J. 1902. *The child and the curriculum*. Chicago: University of Chicago Press
12. Bobbitt, F. 1918. *The curriculum*. Boston: Houghton Mifflin
13. Rugg, H. O. (Ed.). 1927. *The foundations of curriculum-making* (Twenty-Sixth Yearbook of the
14. Caswell, H. L., & Campbell, D. S. 1935. *Curriculum development*. New York: American Book.
15. Tyler, R. W. 1957. *The curriculum then and now*. In *Proceedings of the 1956 Invitational Conference on Testing*

16. Gagne, R. W. 1967. Curriculum research and the promotion of learning. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), *Perspectives of curricular evaluation*. Chicago: Rand McNally.
17. Popham, W. J., & Baker, E. I. 1970. *Systematic instruction*. Englewood Cliffs, NJ: Prentice Hall
18. McBrien, J. L., & Brandt, R. (Eds.). 1997. *The language of learning: A guide to educational terms*. Alexandria, VA: ASCD.
19. Saylor, J. G., Alexander, W. M., & Lewis, A. J. 1981. *Curriculum planning for better teaching and learning*. New York: Holt, Rinehart and Winston.
20. The 2003 National Education System Law
21. Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, Remaja Rosdakarya, Bandung, 2013
22. Syaodih., Sukmadinata, Nana. 2000. *Pengembangan kurikulum : teori dan praktik*. Bandung: PT Remaja Rosdakarya.
23. Wafi, A. 2017. Konsep dasar Kurikulum Pendidikan Agama Islam. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 1(2), 133-139.
24. http://www.ibe.unesco.org/fileadmin/user_upload/COPs/Pages_documents/Resource_Packs/TTCD/sitemap/Module_8/Module_8.html ---UNESCO-- International Bureau of Education (IBE-UNESCO)The International Bureau of Education
25. Sukmadinata, N.S. 2007. *Pengembangan Kurikulum; Teori dan Praktik*, Bandung: Remaja Rosda Karya
26. Dakir. 2010. *Perencanaan dan Pengembangan Kurikulum*. Jakarta: Rineka Cipta
27. Rouf, M., Said, A. & Riyadi, D.E. 2020. *Pengembangan Kurikulum Sekolah: Konsep, Model dan Implementasi*, Al-Ibrah Vol. 5 No. 2 Desember 2020
28. (Deputy for Child Development, 2020
29. Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014
30. National Association of Early Child Years (NAECY)
31. Mawaddah, H., & Zaida, N. A. 2021. Efektivitas program Sekolah Ramah Anak dalam Pembentuk Karakter positif pada Anak Kelompok B Usia 5-6 Tahun Di RA Labschool IIQ Jakarta. *Hamalatul Qur'an: Jurnal Ilmu Ilmu Alqur'an*, 2(1), 1-6. <https://doi.org/10.37985/hq.v2i1.15>
32. Na'imah, T., Widyasari, Y., & Herdian, H. 2020. Implementasi Sekolah Ramah Anak untuk Membangun nilai-nilai Karakter Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 747. <https://doi.org/10.31004/obsesi.v4i2.283>
33. Nuraeni, L., A, Andrisyah., & Nurunnisa, R. 2020. Efektivitas Program Sekolah Ramah Anak dalam Meningkatkan Kompetensi Sosial. *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru Pendidikan Anak Usia Dini STKIP Siliwangi Bandung*, 6 (1), 6-15
34. Erdianti, R. N., & Al-Fatih, S. 2020. Children Friendly School as the Legal Protection for Children in Indonesia. *Varia Justicia*, 16(2), 137-155. Retrieved from <https://journal.unimma.ac.id/index.php/variajusticia/article/view/3725>
35. Talu & Gomesh. 2019. Identifikasi Sekolah Ramah Anak pada Satuan Paud di Kecamatan Langke Rembong Berdasarkan Kebijakan Pengembangan Sekolah Ramah Anak. *Jurnal Pendidikan Dan Kebudayaan Missio*, 11(1), 147-159.
36. Sari, M. W., Adhani, D. N., & Karim, M. B. 2021. Peran guru dalam Penerapan Sekolah Ramah Anak Di TK YKK 1 Bangkalan. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan dan Pembelajaran Anak Usia Dini*, 8(1), 8-14. <https://doi.org/10.21107/pgpaudtrunojoyo.v8i1.9088>

37. Noer, K. U., Hanafi, A., Khairunnisa, D. A., & Putri, F. D. 2021. Sekolah ramah anak, disiplin, Dan budaya kekerasan Di sekolah Di Indonesia. *Kafa'ah: Journal of Gender Studies*, 11(1), 55. <https://doi.org/10.15548/jk.v11i1.393>
38. Seftianingsih, D. 2017. Penerapan Konsep Desain Interior Ramah Anak Pada PAUD Mutiara Bunda Condongatur Yogyakarta. *Kemadha: Jurnal Seni dan Desain*, 6 (1)
39. Diyanti, A. O., Amiuza, C. B., & Mustikawati, T. 2014. Lingkungan Ramah Anak pada Sekolah Taman Kanak-Kanak. *Review of Urbanism and Architectural Studies*, 12(2), 54–68. <https://doi.org/10.21776/ub.ruas.2014.012.02.6>
40. Bachtiar, M. Y. 2020. Pembelajaran berbasis ramah anak taman kanak-kanak Di kecamatan bontotiro kabupaten bulukumba. *Instruksional*, 1(2), 131. <https://doi.org/10.24853/instruksional.1.2.131-142>
41. Shunhaji, A., & Hasanah, H. 2019. Pendidikan Ramah Anak Perspektif Pendidikan Anak usia Dini (PAUD) Madinatun Rahmah. *Kordinat: Jurnal Komunikasi antar Perguruan Tinggi Agama Islam*, 18(2), 421-438. <https://doi.org/10.15408/kordinat.v18i2.11498>
42. Rismayani, R., Afifi, A., Alwi, B. M., & Ismail, I. 2021. Pencapaian indikator sekolah ramah anak pada paud Di kecamatan majauleng kabupaten wajo. *Indonesian Journal of Early Childhood Education*, 4(1), 26. <https://doi.org/10.24252/nananeke.v4i1.21545>
43. Kristanto, K., Hasanah, I., & Karmila, M. 2012. Identifikasi Model Sekolah Ramah Anak (SRA) Jenjang Satuan Pendidikan Anak Usia Dini Se-Kecamatan Semarang Selatan. *PAUDIA*, 1(1). <https://doi.org/10.26877/paudia.v1i1.257>
44. Gustiana, A. D. (2019). Kesiapan Menuju PAUD Ramah Anak. *Edutech*, 18(1), 58.
45. Setiawan, M., & Ahmad J. 2020. Analisis Faktor Pendukung Kinerja Standar Pendidik Terhadap Ketercapaian Indikator Sekolah Ramah Anak. *Jurnal Pelita PAUD*, 5 (1), 45-49. doi: <https://doi.org/10.33222/pelitapaud.v5i1.1099>
46. Uno. H. 2007. *Perencanaan Pembelajaran*. Cet. II; Jakarta: PT.Bumi Aksara
47. Majid, A. 2007. *Perencanaan Pembelajaran (Cet. III)*; Bandung: PT. Remaja Rosdakarya
48. Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum
49. Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 7 of 2022 concerning Content Standards in PAUD SD SMP SMA SMK Merdeka Curriculum
50. Arismantoro. 2008. *Tinjauan Berbagai Aspek Charachter Building: Bagaimana Mendidik Anak Berkarakter*. Yogyakarta: Tiara Wacana.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

