
NATURAL SCHOOL CULTURE FOR CREATING A CHILD-FRIENDLY EDUCATION

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Abstract

Indonesia continues to improve its education system. This paper is intended to elaborate the thoughts regarding the concept of natural school culture in creating a child-friendly education. This kind of school culture can develop a generation of youth who have eco-friendly knowledge, developed logical thinking, thus shaping a superior, qualified, and smart generation of youth whom able to compete in the era of globalization. The research method is literature review. The source of data are journals, education news, books, and government regulation about the creation of school culture. This research analyze (1) the concept of natural school culture which is listed in the vision and mission of the school to organize a Child-friendly education, (2) the school environment which support the education model, and (3) the learning process. The developed learning process is in accordance with nature-based paradigm which is the concept of knowing, understanding, and adoring the nature and environment. Thus, the existence of natural school culture is able to create a Child-friendly education and also support the goal of national education.

Keywords: school culture, nature, child-friendly education

INTRODUCTION

The survival of human race is inseparable from education. Education is the most important tool for human to preparing for the ever-changing life. Adaptation becomes a challenge for a nation to develop education, according to Maulana (2016) education is a basic human need so we can grow and develop into a whole human being as a creation of God. Education helps human to be aware of their roles and responsibilities in their lives, thereby increasing their potential to face challenges and the changes in life. According to Kusdaryani, et al (2016), education is a reconstruction/ reorganization of experience. Experience that connect people with nature. Education is done outside school or inside school. School is not an institution that has only one purpose, but multiple purposes, because school is a social institution and related to society.

School as an educational institution should accommodate and prepare the young generations to respond to the challenges and competition in today's life. Today's young generation is facing the era of globalization with abundant sources of information, a changing and competitive working world, cultural exploits and technology from abroad, and an increasingly complex life (Maulana, 2016).

However, education in molding young generation of Indonesia is very apprehensive which impacted on the inability of the younger generation in answering the challenges. Risminawati (2015) proposed that the younger generation today is a scene of violence over the problems experienced by teachers and parents. Children become the target of violent abuses, both at home, school, and the environment. The Indonesian Child Protection Commission (KPAI) stated that children abuse always increased every year. KPAI monitoring results from 2011 to 2014 shows a significant increase. "In 2011 there were 2178 cases of violence, in 2012 there are 3512 cases, in 2013 there are 4311 cases, and in 2014 there are 5066 cases," said Vice Chairman of KPAI, Maria Advianti to Harian Terbit, Sunday (14/06/2015). In addition, (republika.co.id/Bandung) stated that as many as 84% of children in Indonesia have experienced violence in schools. This figure is based on data released by the Indonesian Child Protection Commission (KPAI) according to the International Center for Research on Women (ICRW) survey. Based on the percentage, the number of cases of school violence in Indonesia is the highest compared to other countries, such as Vietnam (79%), Nepal (79%), Cambodia (73%) and Pakistan (43%).

Based on the problems occurring in Indonesia, Vice Chairman of KPAI Maria Advianti stated that Child-Friendly Schools is a solution to overcome the problem of achievement orientation and violence in educational institutions. "This Child-friendly school should have a number of criteria, such as having to be safe, fulfilling children's rights, protection from violence, healthy, caring and cultured and also supporting children's participation," Maria said in a press statement on Tuesday (21/2/2017). In relation to Maria's statement, it is necessary to create a child-friendly education in school culture which is oriented to the rights of the children to develop their life potential and skills.

Creation of child-friendly education is an educational goal, because education could not be separated from school where the children learn. According to Senowarsito and Ulumuddin (2012) 3P-based child-friendly education is (1) Provision: the availability of children's needs such as love and affection, food, health, education, and recreation; (2) Protection: protection of children from threats, punishment, harassment, or action of misconduct; (3) participation: the right to act in which the children are given the freedom of speech, questioning, argument, expression and active participation, in the classroom without any emphasis. In addition, the indicators of a child-friendly education by Kusdaryani, et al (2016), are as follows: (1) proactively inclusive; (2) healthy, safe and proactive; (3) community participation; (4) effective and child-centered; (5) gender equality. Based on the opinions of experts above, child-friendly education which implemented in schools should emphasizes education-centered learning by adapting children's needs, child protection, and freedom. Thus, the children feel comfortable in receiving education.

Schools which embody child-friendly education must possess a program for the implementation of education. Efaningrum (2013) stated that the school programs in organizing education and developing school culture may vary. Each school has a general purpose of education, and they can develop a distinctive school culture according to the potential of the school institution. School culture has important elements which are: (1) moral values, regulatory systems, and the environment of school life; (2) all members of the school consist of children, teachers, non-teaching specialists, and administrative staffs; (3) the school curriculum containing the ideas and facts for the entire educational program; (4) the location, the surrounding environment, and the physical infrastructure of the school. Ramli (2013) stated that school culture is the quality of school life that grows and develops based on the values adopted

by the school's physical background, environment, atmosphere, taste, nature, and climate that is able to develop the children's potential by having moral values.

Child-friendly schools can be implemented through alternative school cultures. According to Aron and Kraftl (in Pannacchia, et al 2016), this kind of school is called play school by considering the diversity of child populations, space, policies, and program design that attract attention and are flexible and dynamic. In line with that opinion, Dupper (2006) stated that alternative schools are believed to be most effective in graduating and having less risks for dropouts, with flexible programs, and enriching academic programs (Riordan, et al.: 2011) One of alternative in Indonesia is the natural school culture. According to Shodiq et al (2006: 9), nature means scientifically approaching children, which is in accordance with the characteristics of a child's world when they grow up. Children have their own world without isolating the real world. The Natural School no longer perceives the children as object, but as subject who are invited to develop their abilities early on, with a school culture that does not burden the child. In addition, according to Maulana (2016), natural schools have a policy of giving freedom to each teacher to develop a curriculum that has been compiled for application in classroom. Each teacher will carry out the learning process differently which become the hallmark of natural school culture.

The natural school is born with the hope of restoring the essential values of human beings that blends into the world of nature. Natural school can accommodate children who are active, difficult-to-coordinate, overly creative, like creating new things, and do not like routines. Natural school receives various forms of children uniqueness (Santoso, 2010: 11-12). According to Dowdwill & Malone (2011) Natural school support the child in nature. This is a good thing to cultivate children's love and enjoy towards nature, the natural environment supports the child's simultaneous game, develops positive relationships, and enables the environment to be a place of learning. Schools that blend with nature will make the proper world for children and make them realize a child-friendly education.

Learning in the open nature is a method to deliver material that cannot be delivered in the classroom. Learning in nature will cultivate the hidden potentials and talents. A natural school is a school without any restrictions unlike those who in standard classroom, without rigid table rows and the application of military discipline that only allows children to move on certain permits. Children in this school are freed by involving many senses, able

to maintain physical and mental health. Nature is used as learning object, learning media, and also the learning space for the children. Learning is directed to the process of exploration and experimentation on various things which are active, fun, and in the form of exercises to form a good and useful habit for the children in living their lives (Maulana, 2016).

Based on the advantages of the natural schools above, the study in this article is intended to elaborate the thoughts regarding the concept of natural school culture in creating a child-friendly education.

RESEARCH METHOD

The type of research used is the study of literature review of the nature school culture in realizing child-friendly education. Sources of data of this research are literature sources. The results of this research are expected to be considered in designing educational reform into child-friendly education with programs that include the potential of learners who always need to be developed with a fun education.

RESULT AND DISCUSSION

Vision and Mission Priority in Natural School Culture for Child-friendly education

Every school culture must have a vision and mission in education to develop the next generation of young people. According to Kusdaryani et al (2016), the school culture are based on the things that will be invested, one of them through the vision and mission of the school. Agung and Suharjono (2007: 75) also stated that through the vision and mission of the school, the school is able to develop a form of education implementation. Natural school culture must have different vision and mission than conventional school.

Without a vision of mission, a school will not have a future guidance for the continuity of education in school. According Efaningrum (2013), the school vision can provide an ideal and unique image of the desired orientation in the future.

Child-friendly education as embodied in natural school culture can be seen from the vision and mission of the natural school. The school becomes a natural and environmentally friendly institution for children, also provides a healthy environment, and developing children's reason with nature to be able to appreciate God's creation. Vision and mission will create a superior generation and entrepreneur spirit is ready to compete in the global era.

The Shape of Natural School Environment

A form of child-friendly education conducted in schools is inseparable from the availability of facilities and infrastructure needed by schools to

support child-friendly education (Senowarsito and Ulumuddin, 2012). The environment has an important role in improving the competence of children. According to Indah (2016) the establishment of environment-based school culture can increase the awareness of learners to the environment through habituation. Habit based on friendly environment is also supported by facilities and infrastructure. Habituation can be in the form of tidying up and cleaning up the classroom, putting garbage in trash can, washing hands, growing plants, and saving energy. Santoso (2010) states that in the natural school the learning curriculum theory and practice are conducted in the surrounding environment. Thus, facilities and infrastructure in the school must support the environment.

Natural school culture environment is inseparable from nature. Natural schools surrounded by various trees which produce positive oxygen levels in order to maximize the performance of the brain (Santoso, 2011: 13). So, the concept of natural school in its development of facilities and infrastructure has a characteristic which are the availability of various trees located around the school, playground, gardening, and even pool, and able to provide benefits for learners. Natural schools have a large area of land as a support for the concept of nature. The provision of habitation should be equipped with facilities and infrastructure, for example on maintaining the plant with fertilizer or sprinkler every day, a place to wash hands, toilet, etc. The environment becomes a playground for student to exploring their knowledge.

Learning process in Natural School as realization of Child-friendly education

Education is not only bound around the classrooms which have the limitations and but also the needs for environmental education. Learning with the nature, children are able to understand, utilize and develop their learning (Leather, 2016). Natural school has a paradigm that refers to the concept of natural-based education for learners to be able to recognize, understand and love the natural surroundings. Thus, the learning process not only refers to efforts to teach values of knowledge but also with the introduction of the surrounding environment. Many activities refer to the natural potential built by the school, ranging from gardening activities, farming, to outdoor activities which given to children in natural school culture. Teachers also use the method of web or networking themes in the concept of learning, tailored to be compatible with the natural surroundings, then interpreted with other appropriate subjects (Agung and Suharjono, 2007: 75).

Outdoor activities allow children to participate actively by performing nature exploration freely. Learning requires experience in the form of activities, so as to develop a long-term memory that stimulates all senses, which would create solutions to problems facing every child in school (Yildirim & Akamca, 2017). Activities in the natural cannot be separated from the role of teachers.

Other learning concepts are delivered by Santoso (2011: 13) is, (1) the concept of learning while playing tends to make the understanding of school not to become a burden but a fun activity. Natural school has its own target, however the target is not as tight as a formal school that demands a lot of homework and subject mastery. Natural school is oriented to the potential advantages of children with a natural environment based; (2) the applied teaching methodology tends to achieve the logic of thinking and good innovation in the form of action learning. The form of the curriculum is not merely focused in theory but 60% practice and 40% theory; (3) natural school lessons are not only a pursuit of value, but the most importantly is to understand how far the learning process can be enjoyed and applied properly. In other words, there is a correlation of science transformation between the curriculum, social tolerance, and the utilization in everyday life.

In each learning activity, the teacher should always design the concept of learning that will be given to the learners. Natural school teachers are required to be creative and active in outlining the instructional materials contained within the themes and then discuss them with other disciplines as wholly and meaningfully. The concept of learning is contained in learning implementation plan by reviewing the customized syllabus based on natural concept in realizing child friendly education up until the evaluation process. Activities contained in the learning implementation plan course should be fun activities such as gardening activities, farming, and outdoor games. Learners are given the freedom according to their world without coercion so they can play an active role in learning. Children work together to achieve competence, if they have not been able to understand the material they are given the freedom to ask other friends to explain the material that has not been understood. Thus, reflected child-friendly education in natural schools.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research, the natural school culture could realize the child-friendly education which can be seen from its vision and mission, the school environment, and the learning

process. Natural school cultures are built give freedom to learners, not prohibiting, not limiting, but developing the potential of the children with freedom. The concept of learning is to create a pleasant, open, and flexible atmosphere by blending with the nature.

Natural school culture has a new and unique paradigm compared to conventional schools. This school paradigm refers to the concept of nature-based education by being able to recognize, understand, and love the natural environment. Because nature is the world of children, and by implementing child-friendly education, they are able to compete in the global era.

Suggestion

Based on the discussion above, there are a number of suggestions that need to be addressed, which are teacher competency improvement from the ability and mastery of science, planning, implementation of teaching methods, to the evaluation to provide assistance and tutoring to children in natural schools. Schools cannot be separated from educators and learners. The government should give more formal recognition to the natural school as one of the alternative schools with its uniqueness.

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