

ROLE OF SCHOOLS IN THE FORMATION OF CHILD FRIENDLY LEARNING ENVIRONMENT

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Abstract

Education has developed to increase especially in the current era of globalization. Schools should be able to answer these challenges with a real good step in the structural reform, infrastructure and the creation of humanistic school to the learners. A shift in the value of courtesy, politeness and courtesy that caused the values of mutual love and respect began to erode. So much so that often occur as a result of the globalization that is not aligned with the optimal development of humanistic education schools. Schools can provide the best service, especially in the process of creating an atmosphere and conditions of the learning environment to the students will be the first step in creating a friendly school for learners. With a breakthrough and the courage to make policy creation of an atmosphere that humanistic learning conditions coupled with the figure of the educator will be an example of quality to the students of this kind of noble character values learners will be created properly. This is where the role of commitment required by the policy of the school principals and teachers and employees who work together with the school committee and school environment to realize the school can compensate for poor progress due to the influence of globalization of education in our country.

Keywords : The role of the School, Environment, Humanistic.

INTRODUCTION

The role of education is a conscious and deliberate effort to create an atmosphere of learning and learning outcomes as expected. So expect the learner is able to achieve the level of kecapakanya in accordance with the level of development and growth. Education in Indonesia is experiencing a transformation as the times towards the globalization of education then it thus has an impact or a very significant impact on education in Indonesia. One of the real impact is a shift in terms of character values and ethics sympathetic manners and empathy begun to erode as a result of this shift.

The role of schools in Indonesia as the spearhead of education most cutting edge should compulsory education which leads in the creation of the next generation who intelektual once characterized by high, in be proud required planting moral and virtuous character is right therefore needed a breakthrough new and real ineducation in

primary schools.

The role of the Principal is crucial once in an effort to improve the quality of education in the educational unit that he led so that a school principal should be good in making rules and policies to support the quality of education in the educational unit led one of them the preparation of educators teachers who are competent in fields other than that They should also have the added value that educators and teachers who became the inspiration for students and behaved manners of character and humanistic (Chistine Wise: 2012)

The realization of the fulfillment of skilled educators skilled and competent, caring character with learners and humanistic it is believed capable of creating a climate of good atmosphere for a learning activity. Thus this is a function of educators as one component in a school that became the driving force or an agent of change today is good, especially in the process of teaching and learning. So the key to successful

implementation of education can not be separated from the role of teachers and that is featured with the humanistic nature of the role models for their students. Through its leadership the school principals should be able to make a school policy that emphasizes humanistic learning activities towards child-friendly school of quality and excellence. Through the figure of educators in schools who become role models for students and supported by the school committee shall constantly be responsible oversees and supports the entire policy of the good of the school.

The creation of a school environment that is safe and conducive to make learners become to feel safe and comfortable in following a series of learning activities such things can not be separated from policy synergies principals with related parties one school committee in an effort to realize the school that cares for learners who are able to provide a education services that can provide a safe and comfortable like a harmonious family so that learners be optimal in the activities of the learning process (Mulyasa: 2004) Community environment that is conducive and support the implementation of learning activities also have an influence on the situation and the conditions in the schools therefore need a principal who is able to descend down to invite the local community to jointly play an active part in creating a situation favorable conditions in learning activities the school that comfortable sense of security can be realized well. Meeting the needs of facilities and good infrastructure in order to create the physical environment of the school in accordance with standart in the use and operation and advance can be optimized is also a very important thing in the educational unit that is often overlooked, hence the importance of the role of school principals who are skilled and spry in taking decisions to promote and develop schools through infrastructure fulfillment facilities and infrastructure for the advancement of education in the schools leaded (Tony Gelsthrope: 2003).

Process sinegitas and effort and prayers of the bearers of the education unit under the start

of the school principal teachers as well as the committee and the community around it is to develop the creation of the Child Friendly Schools it will make the process of learning to be optimal and treatment to students that are giving exemplary caring and humanistic planting will create virtuous character on learners.

Establishment of Learning Environment in School Humanist Child Friendly.

Child friendly school is a school that is perpetually conscious attempt to ensure and fulfill the rights of children in every aspect of life in a planned and responsible. The main principle is the interests of non-discrimination, right to life and respect for the child. As the sound of article 4 UU.No 20 of 2002 on the protection of children, states that children have the right to life can grow, develop and participate fairly in accordance dignity of humanity, as well as to protection from all forms of violence and discrimination. The above-mentioned one of which is described as the right to participate to argue and listen to his voice. So the Child Friendly School is a school that is open involving children to participate in all activities, social life, and to encourage the growth and well-being of children.

Basic Law which became the juridical basis is the National Education Act No. 20 of 2003 Article 1: "Fulfillment of the Rights of Children Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners in the age of the child is actively developing the potential for him to have the spiritual strength religious, self-control, personality, intelligence, character, and skills so that they can cultivate themselves that would be useful for self, society, nation and country.

It is also in Law No. 23 of 2002 Article 4 on the protection of children: "Mentions that the child has the right to life can grow, develop and participate fairly in accordance dignity of humanity, as well as protection from violence and discrimination. The above-mentioned one of which is

described as the right to participate to argue and listen to his voice.

"Educational Policy in realizing the seriousness of child-friendly schools that can be reflected in policy measures along with the principals with teachers teaching as well as the committee and the people who work in synergy. The pattern of management and school development can not be separated from the interference of the school leader who became an actor intellectual progress of a school so the realization of a good school as planned the expected (Nigel Bernnet, 2012).

Peter G. Northouse (2013) Saying that the leadership of a school principal became the principal determinant of the direction of school policies that can steer sekolahnya be suitable to be hope, so that a school principal must be proficient in creating and managing a policy or rule implemented jointly.

Humanism rather look at the development of the human personality. This approach saw it as man builds himself to do things that are positive. The ability to act is referred to as a positive human potential and educators wing pengajaranya humanism are typically focused on building the capacity of positive (Zurizhe: 2007).

This positive ability closely relation to the development of positive emotions contained in the affective domain. Emotions are very strong characteristics visible from the wing humanism educator. So humanistic focused on the issue of how each individual is influenced and guided by their personal purposes which they attribute to their own experiences. Humanism theory is suitable to be applied to the learning materials that are the formation of personality, conscience, change attitudes and behavior as well as an analysis of the events / social events around. According Hamalik, (2004) the environment is everything that exists in nature around that has a specific meaning or effect to the individual. Environment is everything around humans that can affect behavior directly or indirectly. The next halamn also said "the environment is the sum of all animate and inanimate things as well as all the conditions that exist in the space in which we live".

Human life is always associated with lingkungan in which required an interaction between human beings called learning environment.

The learning environment according Utami (2004), is "Everything associated with a learning process implemented. This environment includes two main issues of social and environmental physical environment, both the environmental aspects in the learning process should be mutually supportive, so that students feel krasan in school and I want to follow the learning process consciously and not because of pressure or compulsion ". Meanwhile, according to Indra Hawadi (2005), "The learning environment was instrumental in creating an atmosphere of learning fun". The environment can increase activity of learning, therefore the learning environment needs to be in proper order.

Hasibuan (2003) suggests that students' learning environment that influence student learning outcomes consist of a family environment, school environment and the community. The first neighborhood the family environment. The family is the first pre-school educational environment that is known to the child the first time in its growth and development. Family environment is all stimuli, interactions, and conditions in relation to the behavior or work of others who are around a group of people bound by blood, marriage, or adoption. Family environment affects the students because the family environment is a prime environment for the development of a child. In the family of a child undergoing a process of socialization for the first time.

Educational Role In Formation The Child Friendly School Environment

The role of schools in creating a child-friendly school is not free from the influence and policies of a school principal in synergy with the school committee in order to realize humane child-friendly schools. So the early determinants will be a success born of a policy jointly implemented with proper management and directed the child-friendly school will be realized well.

The school principal as a leader in the school shall make breakthrough in the standard of its management including resource management educators and education personnel, while also managing internal and external environment is good and able to establish active communication vertically and horizontally so that always happens active communication transparently open to suggestions and input for the good of the school.

Hasibuan (1995) suggested that the environmental effect on student learning outcomes consist of a family environment, school environment and the community. Family environment made up of parents, Susana home and family economic circumstances. The school environment is composed of how the presentation is not attractive, relationship between teachers and pupils, the child's relationship with the children, teaching materials that are too high, the tools learned in school, the hours are less good lesson. Environmental society of mass media, friends hanging out, activity in the community, and life style neighbors. Dimiyati and Mudjiono (2009) the learning environment as an external factor affecting student learning achievement can be classified into two general categories as follows.

1). Social environment

The social environment in schools is the entire school community, be it teachers, staff and classmates, and all can affect a student's enthusiasm for learning. The social environment of students at home, among others, community, neighbors and friends to hang out at home students who had a stake large enough to affect student learning. The dominant social environment in influencing student learning activities are the parents and the family itself. The form and content and the ways of education in the family will always affect the growth and development of temperament, character and personality and psychological mental learners.

2). Non-social environment
Non-social environment that influence the students' learning of them is a school building and its location, student residence hall,

learning tools, learning state and student learning time, and mass media. As for the in the mass media is the cinema, radio, television, newspapers, magazines, books, and sebagainya. Among the mass media are a major influence on a child's learning is television.

The learning environment in this study can be defined as everything that was around students both the social environment and social environment that influence the non student learning. The social environment consists of how parents educate children, family economic circumstances, people around the residence of students, friends hanging out students, and students' relationships with students, whereas termaksud in the environment nonsocial is a home atmosphere, broadcast television, as well as the state of the building and home atmosphere.

The environment is always rounded human beings from birth until the time of his death, so that between the environment and humans there is a reciprocal relationship in terms of human and environment affect humans affect the environment. Similarly, in the learning process, learning environment is a source of much influence in the process of learning and development of children. Environmental conditions conducive to both the home environment, school environment, and the community will create peace and comfort for students in learning, so it will be able to support students' learning and will be easier to achieve the maximum.

Hamalik (2004: 196), Environment (environment) as the basis for teaching is conditional factors that influence individual behavior and learning are important factors. Environmental learning / teaching / education consists of the following.

1. The social environment is a good community environment groups large or small groups.
2. Environment personnel include individuals as a personal effect on other private individuals.
3. The natural environment (physical) include all natural resources that can be empowered

as a learning resource.

4. Environment kultur include cultural products and technologies that can be used as a source of learning and teaching can be a contributing factor. In this context termaksud system of values, norms and customs. An educator is effective, not only effective in teaching and learning activities in class (transfer of knowledge), but even more so in relation personal and "modeling" his (transfer of attitude and values), both to students and to all members of the communityschool. Humanistic education emphasizing that education is first and foremost is how to establish communication and personal relationships between individuals and between individuals and groups within the school community. This relationship is growing rapidly and produces fruit of education if guided by charity between them. Persons only develop optimally and relatively unhindered if it is in an atmosphere of love (unconditional love), an understanding heart (understanding heart) as well as effective personal relationships (personal relationship). In educating a person we should be able to accept themselves as they are and then express it honestly (modeling).

Educate not just the transfer of knowledge, training verbal skills to the learners, but it is a relief so that learners can develop an effective optimal. Teaching itself is basically ability someone presents himself so that educators have a meaningful relationship with the education of the learners so that they able to develop itself into a personal and mature. Effective education is centered on student or education for students. Basic education is what the interest talents and needs of learners. Educators help learners to discover, develop and try to practice the skills they have (the learners-centered teaching). The main characteristic of student-centered education is that teachers respect, appreciate and accept the students as they are. Effective communication and relationships so necessary in the model student-centered education, because only in an atmosphere of relationships and effective communication, learners will be able to

explore themselves, develop themselves and then actualize themselves in society optimally.

The true purpose of education should be the growth and development of the learner as a whole so that they become mature person mature and stable, able to face various problems and conflicts in everyday life. In order for this goal to be achieved it is necessary that the education system and humanist learning and develop active-positive thinking and adequate skills (income generating skills). Education and learning that is active-positive and based on the interests and needs of students is very important to make progress both in the field of intellectual, emotional / feeling (EQ), affective and skills that are useful for practical life. The purpose of education is essentially a humanizing a young man (learners). Education should help students to grow and develop into individuals more, are useful and influential in society, responsible and proactive and cooperative. Communities need reliable persons in academics, skills or expertise and at the same time have a noble character or virtue. In short personal intelligent, skilled, but still humanist.

Child-friendly schools in a series of exposure above the standards or criteria for future child-friendly schools are some of the main points that should be able to be realized well between the Child Friendly School standards sebagai following:

1. Each student can enjoy their right to education without discrimination based on gender disability, ethnicity, gender, level of kecerdasan, religion and background of parents.
2. Each student has the freedom to express the consideration of science and technology, art and culture.
3. Has the curriculum and teaching methods that are friendly for students (student center learning) with emphasis on the values of love, compassion, empathetic, sympathetic, exemplary, responsibility and respect for the students.
4. Have the teachers and education personnel who are able to facilitate their talents, interests, and jeniskecerdasan students.

5. Have a school environment and infrastructure that is safe, comfortable, friendly, healthy, and clean, green, with the construction of buildings that meet the standard criteria for top schools.
 6. Having a school work program that considers aspects of personal growth of students.
 7. discount workplace safety program since the students from home to school and vice versa, and safety in the school environment.
 8. Each school community has a high awareness of the risk of natural disasters, social upheavals, violence (bullying) and any other threat to the students.
 9. Involving students in all aspects of school life and school activities.
 10. The occurrence of the student organization oriented to the development and character of students.
 11. The creation of a harmonious cooperation between families, schools, and communities.
 12. To ensure transparency, accountability, participation from, information disclosure, and enforcement of the right school.
- The role of schools should to dioptimalakan well with the child-friendly school hopes that the answer to the influence of the times, especially in the world of education does not become a concern became an opportunity and the best chance to score a generation of people who qualified.

CONCLUSION

Definition of child-friendly schools can be interpreted as a form of school is the people in it behave reflects both the liver and interesting minds in attitude or sweet words and demeanor. If this is associated with an educational institution, the child-friendly schools can be defined as a school that upholds the rights of the child as a person who should be students with feelings and good manners.

The principle of child-friendly schools is to make the interests and needs of students as the primary consideration in determining decisions, policies, atauran and actions taken by the management and education providers, namely the role of the school principal, the school committee and

school environment both internally and externally to create learning environments according hoped. Thus, the child-friendly school students must honorable right when expressing his views on everything, especially about science, technology, art, and culture, so that students feel comfortable and fun in the learning process in schools. In addition, the child-friendly school must guarantee every student the opportunity to enjoy the right to education without discrimination on the basis of disability, gender, ethnicity, religion, intelligence, and background of the parents. Child Friendly Schools should also consider the situation of schools that are safe, clean and healthy, caring and civilized environment, is able to ensure; meet; respect the rights and protection of students from violence, discrimination, and other unnatural treatment, and to ensure student participation in planning, policy, learning, oversight and complaint mechanisms related to the fulfillment of the rights and protection of students in the study.

Finally we need to realize that the purpose of education is humanizing the nation's next generation of learners. Education should produce individuals more humane, useful and influential in society, which is responsible for the lives of themselves and others, the sublime character and expertise are superior competence and quality.

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