

EMPOWERING TEACHERS AND STUDENTS FOR FOSTERING CHILD FRIENDLY LEARNING SITUATION THROUGH PARTICIPATORY AND AUTHENTIC LEARNING APPROACH IN GRADE 4 OF SD MUHAMMADIYAH 16 OF SURAKARTA

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Abstract

Empowering teachers and students is considered to be the most important thing in the steps of implementing child rights in the classroom and school management. They are the main agents who should implement the new norms and values which can be different from the existed one. This study aims at describing how participatory and authentic learning approach can empower teachers and students in building child friendly learning situation. The main purpose is to fulfill the child right of participation in learning. The study is qualitative study with project approach in which before and after study design is used. The data are documents, field note, results of interview, result of questionnaires, and result of learning assessment. In collecting data, the writer uses observation, interview, documentation, questionnaires, and test. The results of the questionares show that the students feel more comfortable in school because abuse, bullying and punishment decrease significantly (96%), the students are more polite and care to each other (87%), afraid on the learnig burden decrease significantfy, viewed from the difficulty and the homeworks (93%). The parents feel happier because their children are more protected from abuse, bullying, and punishment (96%), their children do not afraid to come to school and join the class (91%), the students achievement are better than before (87%). The teachers are also happier because without shouting, the students participation increase (97%), the bullying and abuse among students decrease (92%), the students achievement increase (97%).

Keywords: empowering, child friendly situation, authentic learning

INTRODUCTION

Since the year of ninetieth, schools in Indonesia have been encouraged to accommodate children's rights in the classroom and school management. Actually the government of Indonesia has designed some programs and the schools have implemented them, although the schools members do not aware that they have accommodated the CR. Indonesia has ratified the United Nation Convention on the Rights of the Child with Indonesian President Decree number 36/1990, so some programs have been arranged by the government to be implemented in schools and community in general. The 9 years compulsory education, active learning or PAIKEM, health check, vaccination, school's doctor, and so forth, are all the examples of the programs. By the Law Number 23/2002 (*Undang-undang Perlindungan Anak*) Indonesia protects the

children from human trafficking, employment, exploitation, parent's ignorance, corporal punishment, bullying, abuse, etc.

Child rights can be shortened into 3 main points or 3 **P**'s: Provision, Protection, and Participation. Provision refers to the right to the life and the needs that are most basic to existence, such as nutrition, shelter, adequate living standard, and access to medical services. Protection refers to the rights that children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind. Participation encompasses children's freedom to express opinions, to have a say in matters affecting their own

lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood. Among the rights of the child which are important to be applied in education are the right to participate (article 12), freedom of expression (article 13), right to freedom of thought, conscience, and religion (article 14), right to protection from all forms of violence (article 19), right to education (article 28, 29), and the right to leisure, play, and culture (article 31).

In the implementation of the children's rights in school, comprehensive planning must be arranged in order that all potentials and constrains can be considered before the implementation. Because not all school members aware of the importance of accommodating children's rights in education or even know nothing about them, so awareness should be taken as the first step. Muhammadiyah Elementary School 16 of Surakarta, as other school, has a vision and mission which pro children very much. The spirit of the school members to care the students maximally is also very great. This school also has a program called outing. This program is realized by bringing the students out of the school to see the real world, e.i. the zoo, the tea field and company, the batik museum, etc. The writers see that all of them are the potentials which can be taken for fostering the implementation of CR. The writers, then, frame the outing program with authentic learning which is fortunately in line with thematic learning and scientific approach of Curriculum 2013. On the other hand, the writers see some constrains, e.i. some of school members incriminate that the implementation of CR norms will weaken the norms existed in school, corporal punishment, abuse, bullying are still happened sometimes. The writers minimized these constrains by conducting participatory workshop.

In this study, the CR that is accommodated in learning is participation. Participation here does not only mean that the learners take part in the learning situation. The writers encourages the teachers

and students to create learning situation in which the abuse, bullying, corporal punishment not occur anymore. The teachers are also encouraged to design the learning situation in which the students work cooperatively in group and inquire facts and concept, responsible with the tasks and communicate the findings in classroom discussion. By designing these learning program, the writers hope that the child friendly learning situation can be realized.

The writers use the participatory and authentic learning approach to realized child friendly situation. Participatory approach is also implemented when the writers build the awareness of the CR norms.

Participatory is an approach to research which emphasis participation and action of the community. Although the targets of the empowerment are teachers and students, but the involvement of other stake holders cannot be avoided, Authentic learning refers to the concept of to learning process that typically focuses on real-world, complex problems and their solution, using role-playing exercises, problem-based activities, case-studies, and participation in virtual communities of practice (Lombardi 2007: 2). According Har (2013), authentic learning means learning which happens by actually participating and working on the real world situation, the learners have opportunities of solving real-world problem and finding out the solution, the learners practice the skills and knowledge that are relevant to workplace situation. The characteristic of uthentic learning are real world relevance, teacher as facilitator, engages all the senses of learners, interdisciplinary, complex- sustained task, higher order thinking order development, collaborative, value laden, tangible and authentic product, authentic assessed, and creative outcomes. Har (2013: 3) also states that authentic learning is effective because it boosts the motivation, students learn better, it makes the concepts easier to be assimilated, and it blends theories with practies.

In implementing the authentic learning in this study, the students are brought or exposed to the real world

situation. The writers and teachers designing the lesson plan together, setting the learning scenario, planning the tasks, preparing the instruments for assessment, etc.

Objective of the study is empowering both teachers and students in realizing the child friendly learning situation.

RESEARCH METHOD

This study is qualitative study with project approach in which before and after study design is used. The data are documents, field note, results of interview, result of questionnaires, and result of learning assessment. In collecting data, the writer uses observation, interview, documentation, questionnaires, and test. The project is designed by implementing some steps, 1) Preliminary stage which consists of doing the survey of baseline survey and planning 2) Preparation stage which consists of doing the workshop on CRC, workshop on designing authentic learning and child friendly learning situation, and 3) Implementation stage which consists of implementing the authentic learning is to realize child friendly learning situation. The data are analyzed qualitatively in some steps, namely data reduction, triangulation, data interpretation, and presentation.

RESULT AND DISCUSSION

The result of the study and the discussion are done paralell with the method.

Preliminary Stage

This stage is done to fulfill the need of the baseline before the project is done. It consists of doing the survey of baseline and planning for workshop on CRC. The results of the baseline survey are that this school has much allignments to children. The school vision and mission show much concern to children, the activities for curricula and extra-curricula are to strengthen the students' capacity. For provision, the school has provided students' health check and vaccination regularly, there is a school doctor who comes once a week. The school can get financial school operational assisistence (dana BOS), scholarship from the government and

Muhammadiyah board. For participation, this school has also implemented active learning method, holistic and authentic assessment, developed social skills and character building. For protection, the principal has provided letter box for both students and parents to write the abuse, bullying, and punishment or other inappropriate treatments. Although all of them has been done by the school, but the school members do not know about CR. By this baseline, the writers can make further planning.

Planning is the stage to prepare the stage of workshop on CRC and the implementation of child friendly learning situation. In this stage the writers do some communication with stakes holders, make instruments, such like questionare, questions of interviews, etc. The communication is done by approaching the teachers first (the principal is Suprihanto who is one of the writers), then the students, the parents, and the school committee. The writer say that it is important to accommodate the UN convention on CR. This implementation is meant to protect, to encourage the participation of the students, as well as to provide the provision. There is no resistance for the first communication.

Preparation Stage

This stage is to realize the workshop on CRC and child friendly learning situation. The workshop on CRC, is meant to build the awareness of the school members on the importance of implementing CR. It is done by reviewing the existed norms in school, seeing which norms are pro to children, and introducing the norm of CRC. The school has commitments to the students to give the best education, to have the best achievement, to protect them from all things that endanger them, to implement all rules and norms of Islam, and to maintain polite atmosphere. The result of the workshop shows that the norm in CRC is in line with the norms existed in school. So far the resistance is not found, the teachers just ask whether the CRC norms weaken the spirit of Islam or not, if the corporal punisment is not allow anymore how can the teachers establish the students

disciple. The writers guarantee that the implementation of CR will strengthen Islam norms in school. If the students break the school rules, the teacher can replace the punishment with other positive activities. Later, if the students do not do the homework, the teacher send this students to another teacher who is not teaching at that time, or to the principal and they guide him/her to do the homework and to recite such prayers. The parents feel happy because their children be treated better and be safer. The students feel happy too because the school atmosphere will be better for them.

The workshop on Child Friendly Learning Situation is initiated by introducing authentic learning. The writers shows that authentic learning is just framing the outing program with some modifications. Authentic learning will be the real implementation of curriculum 2013, boost the students motivation, involve students more in learning, encourage the students to be more responsible, because they work in group, and build the social skills and character building because they should communicate their works to the other group in classroom discussion. The second step is making the lesson plan. The lesson plans are made by the writers and the teachers by referring to curriculum 2013. The main features of curriculum 2013 is thematic learning where one theme involve 5 subjects (mathematics, natural sciences, social sciences, Indonesia language, and civics), and scientific approach which consists of observing, questioning (gathering data), associating, and communicating or networking. Lesson plan of authentic learning involves choosing the competecies written in curriculum 2013, formulating the indicators, designing the learning activities, determining the scope of materials, and designing the assessment.

Implementation Stage

In this stage, the writers and the teachers implement authentic learning which is used to realize the child friendly learning situation. It is also participatory because it involves teachers, students, and the people in the location. Each authentic leaning is

implemented by referring to the lesson plan. The writers and teachers remind the students to help, encourage, and be polite to each others because the school wants implement CR. The teachers also discuss the do and don'ts do in the location.

The topic of *makananku sehat dan bergizi* is taken as the example. The students are brought to a farm as the representation of authentic setting. For observing session, the students can observe their daily eating menu at home and list them. They can also be asked to find information about healthy menu. The students are then brought to the real farm on the following day. The students are grouped into some groups with different task. The captain of the group should be elected by themselves. Group 1 can focus on the milking prosedures, group 2 on how the milk is proceed after the milking, grup 3 on the human resouses involved, group 4 on the way of treating the waste, group 5 on the further impact of the wase. Here the students have to propose questions (guided questions are provided) to the people in the farm to get information related to their own task. While gathering information, the students are doing the practice of milking, making and packing the waste to be fertilizer or gas, planting fruit, vegetables and rice, and harvesting the crops. The students then should do a group discussion to organize information they get from the farm, and to prepare the presentation in the classroom discussion. It represents the steps of associating. At last the group do the presentation in the classroom discussion. Here, the students can use any media to do the presentation, mostly they use plano papers. This step represents the step of communicating in curriculum 2013. The teachers play the role of facilitator and are ready to guide, facilitate, encourage, and supervise the learning process.

In this authentic learning, the students can still get information on 5 subjects. For Natural sciences the students get information about the steril apparatus for milking, the danger of bacteria, the process of turning waste into gas or vertilizer, the nutrition that the farm can provide, etc. For social science, they get information about

economic values of farming, employment provided by the farm, human resources involve, the social impact of the farm, etc. For Mathematics they get information about the calculation of the holding a farm, for Indonesian language they can get information about terminologies in farming, and for civics they learn about hard work, fulfilling the needs of the nation, cooperation and tolerance, etc.

From the leaning process, the students learn that a farm can provide nutritious foods from its products: the milk, meat, vegetables, fruits, rice, and other benefits. With this authentic leaning the students do the cooperative learning which build the cooperation, responsible, tolerance, helping to each other, self esteem, which means social skills and character building. It also makes the complicated concept easier to understand, and boasting the participation and motivation in learning.

In conducting assessment, the teachers do not only score the students' ability to answer questions in the test, but he implement authentic assessment. The teachers assess the whole students performance: the attitudes, the ability in gathering information, in organizing the information, and presenting the results. Not all competencies or theme should be framed with authentic learning. The teachers can combine with other learning method.

When the final test is conducted by the municipality of Surakarta (Ulangan Umum Bersama), a student of this school can achieve the best 5 in Surakarta or the best in the district of Laweyan.

After this school implements the CR for some times, the writers ask the students, the parents, and the teacher to answer the questionnaires. The results of the questionnaires show that the students feel more comfortable in school because abuse, bullying and punishment decrease significantly (96%), the students are more polite and care to each other (87%), afraid on the learnig burden decrease significantfy, viewed from the difficulty and the homeworks (93%). The parents feel happier because their children

are more protected from abuse, bullying, and punishment (96%), their children do not afraid to come to school and join the class (91%), the students achievement are better than before (87%). The teachers are also happier because without shouting, the students participation increase (97%), the bullying and abuse among students decrease (92%), the students achievement increase (97%), etc.

CONCLUSION AND SUGGESTION

Participatory and authentic learning is one of the method used to implement CR. It is proved that authentic learning can create child friendly learning situation because the students share the responsibility, work cooperatively, help and encourage to each other, elect the captain by themselves, the teacher play the role as facilitator, the do and don'ts are formulated together, and abuse and bullying can be minimized. The writers suggest that this school continue implementing CR to implement the child friendly school. This school can also share its experiences with other school in order that more school implement CR. Muhammadiyah Board of Surakarta can take the CR implementation as the branding of Muhammadiyah school, beside it care the children more, it also boosts the interest of the community to send their children to Muhammadiyah school.

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