CHILD FRIENDLY SCHOOL-BASED LEARNING PROCESS IMPLEMENTATION IN AL-ABIDIN SDII SURAKARTA

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Abstract

The purpose of this study is to describe child-friendly school-based learning process implementation carried out in SDII Al-Abidin Surakarta. This research is a qualitative descriptive study. The main data sources of this research is the principal, teachers, and students in SDII Al Abidin Surakarta. Collecting data using the method of observation, interview, and documentation. Data analysis techniques with interactive analysis model. Validation data using triangulation of data or sources, which collects data similar or equal to several different data sources as those in front and triangulation methods: interview, observation, document analysis. Implementation of natural resource-based learning process in accordance Ministerial Regulation Women's Empowerment and Child Protection number 8 in 2014 was carried out by Al-Abidin SDII. The indicators have been reached, among others: the subject matter is tailored to policy child-friendly schools, develop the diversity of characters provides students with a learning experience that is diverse, implementing the learning process fun, affection, free from discrimination, develop interests, talents, and innovation student, has decent facilities for learning, play, beristirhat, and exercise, applying habituation-conditioning caring and cultured, as well as the communication between teachers, students, and parents. Indicators of implementation of the learning process that has not been achieved in SDII Al-Abidin is not done to complete the inclusive education, the subject matter that expands the CRC materials, and documentation of tools educational programs by SNI.

Key words: process of learning, experience, free from discrimination, fun

INTRODUCTION

Education is a fundamental right of every human being. Education becomes a human means to develop themselves and achieve the life towards a better life and meaningful. Education is also a conscious effort to develop the child's personality both outside and inside the school and lasts a lifetime. The statement explained that education can take place outside of school and in schools. Education outside of school can occur in families and in societies. All activities are aimed at developing the child's personality. Education that lasts a lifetime, at the start of the family then passed in the school environment, and society.

The purpose of education is to create a quality person and character so that it has a wide view ahead to achieve an aspiration expected and able to adapt quickly and appropriately in a variety of environments. Learners character can't be taught only by learning in school, need habituation character so strong and entrenched. Follow up such circumstances, apply elementary school child-friendly schools to cultivate characters so expect learners to have the strength of character.

The word character comes from the Greek words, "*Charassein*", which means carve thus forming a pattern. Have a noble character is not automatically possessed by every human being when he was born, but it requires a long process through parenting and education process. Character is interpreted as a way of thinking and behaving that is typical of each individual to live and work together, both within the family, community, and nationality. Character is not inherits. One builds its daily by the way one thinks and acts, thought by thought, action by action (Helen G. Douglas in Samani, 2011:41).

Character education can be interpreted also as a planned effort to make the students

familiar, caring, and the values of the nation so that students behave as a perfect man. In this case the quote (Lickona, 1991). Character education is now an important part of education in Indonesia when the public every day offered recordings behavior Indonesian society that is far from the values of character Indonesia gentle, polite, friendly, and uphold the culture of the east. Means the easiest to use to try to restore the values of the characters that have been eroded by strengthening and civilize in the educational environment of the school (Rahmawati, 2014).

In character education desired formation of a child who is able to judge what is good, preserve sincerely what it says it is, and realize what is believed to be good though in distress situations (full pressure from the outside, pressure from without) and is full of temptations that arise from the heart itself (temptation from within).

In character education desired formation of a child who is able to judge what is good, preserve sincerely what it says it is, and realize what is believed to be good though in distress situations (full pressure from the outside, pressure from without) and education Child Friendly will give birth to the next generation who behavior does not deviate from the rules applicable, for example deviant behavior is violence, corruption, promiscuity, crime, etc. Child-friendly education is expected to give birth personality is friendly, courteous, polite, honest personality, and others.

Child-friendly is to impose a child as child characteristics. Kids have a wide range of characters, one of whom likes to play, joke, nosy own way, and likes to move to and fro. These characters must be able to be contained by providing friendly education: education that can encompass all of the characters.

Child-friendly school (CFS) is a school that is safe, clean, healthy, green, inclusive and comfortable for the child's physical, cognitive, and psychosocial girls and boys, including children with special educational needs and/or special education services. (Technical Instructions KPPA child-friendly schools). Child-friendly school is a school for children and teens are on academic learning with attention to emotional tranquility, treat and respect the child as a human being with all the rights to promote the growth and well-being of children.

Child-friendly schools a dream for every learner and their parents at the school because students will receive academic learning with feeling happy and calm. Parents also feel calm because the school provides learning appropriate to the child's development. However, the model of CFS has not been widely treated in Indonesian schools. The reason for not many schools that implement the CFS due to ignorance of the concept of CFS, its implementation in schools, and what things need to be prepared to realize the CFS.

Indicators of CFS in the national education standards assert that schools must meet eight standards of education, namely: content standards, process standards, competency standards, the standards of teachers and education, the standards of facilities and infrastructure, management standards, standardized financing, assessment standards of education, the whole standard linking character-strengthening activities in school activities, both KBM mapun other schools. (Office of Central Java Province, 2013)

In this article, the implementation of child-friendly schools is restricted in the learning process SDII Al-Abidin. This restriction is to be more focused and able to provide in-depth description of the learning process is carried out at the school.

RESEARCH METHOD

This research is a qualitative descriptive study and implementation of this study need to work closely with classroom teachers to obtain optimal results through the most effective procedure. The objective described the conditions that exist in certain situations when the research was done, and not to test hypotheses (Ary, 1982: 425). The strategy used is a single case study.

The main data sources of this research is the principal, teachers, and students in

SDII Al Abidin Surakarta. Collecting data using the method of observation, interview, and documentation.

Data analysis techniques with interactive analysis model (Miles and Huberman, 1984: 23). In an interactive model there are three components of the analysis, namely data reduction, data presentation, and drawing conclusions or verification work in an interactive form with the data collection process as a cyclical process. (Sutopo, 1996: 87).

Validation data using triangulation of data or sources, which collects data similar or equal to several different data sources as those in front and triangulation methods: interview, observation, document analysis and understanding of the questionnaire used to dig up the same data using the method of data collection different, for example, data about the contents of a textbook lesson in character, active, and fun and its relevance to the curriculum applicable on interviews with informants.

RESULT AND DISCUSSION

As stated in the National Education Standards (NES) that implementation of standards-based process child-friendly schools that learning process, interactive, inspiring, fun, challenging, motivating the students to take an active role, providing enough space for innovation, creativity, and independence in accordance with flair, interests, physical and psychological development of learners. Learners are conditioned with a very comfortable and pleasant to gain knowledge and experience in school.

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1) Learning materials:
   a) no gender bias: a tribute to fellow learners.
   b) non-discriminatory: a tribute to children who require special protection, such as children with disabilities, children with HIV / AIDS, the group minorites.
   c) give a fair, accurate, informative about the community and local culture.
   d) contain material Convention on the

   Rights of the Child (CRC).
2) Implement the learning process inclusive and non-discriminatory.
3) Provide a learning experience and learning process that develops the diversity of character and potential of learners.
4) Implement the learning process in a fun, loving and free from discrimination against students inside and outside the classroom.
5) Develop an interest, talent, and innovation and creativity of learners through esktrakurikuler activities individually or in groups.
6) Learners engage in play activities and exercise and rest.
7) Students participate in cultural life and the arts.
8) There are tools educational games that meet the Indonesian National Standard (SNI), which applies.
9) Implement care habits and cultured in the learning environment.
10) Ensure communication and mutual learning dialogue.
11) It has indoor and outdoor spaces for play and learning.
12) Provide opportunities for learners to organize, follow, appreciate art and cultural events.

SDII Al Abidin Surakarta has a distinctive characteristics 6 schools, namely: 1) school without homework, 2) school fun, 3) school of champions, 4) a religious school, 5) child-friendly schools, and 6) school character. One of characteristics the Child Friendly Schools (CFS), making the school has always been trying to implement the CFS indicators as contained in the PPA Candies no. 8 of 2014 on Child Friendly Schools Policy.

The first indicator refers to the learning process of learning materials are not gender-biased, non-discriminatory, give a fair, accurate, informative about the local society and culture, and referred to the CRC, SD is implementing 3 curriculum. The third curriculum are:
1) Curriculum 2013, which is enriched with the approach and content in accordance

with a foothold in the philosophy, vision, mission and objectives of Islamic education;

2) Curriculum JSIT with some adjustments both material and methods used to achieve the target;

3) The curriculum is tailored to the specific outcome that is equivalent to the curriculum of State who are members of the OECD (Organization for Economic Co-operation and Development).

When the third watch this curriculum, it will be apparent that the subject matter is derived from the curriculum in 2013, JSIT, and Curriculum State is not gender biased and respect of children who need special protection such as disabilities, children with HIV, or other minorities. The material presented on this curriculum provides a picture of the community and local culture impartial as a form of realization of child-friendly schools. However, if observed from a document about the Convention on the Rights of the Child, the school has never associate the subject matter with the Convention on the Rights of the Child (CRC). This is the shortcomings of the implementation of the SRA in SDII Al-Abidin.

Implementation of the learning process in accordance ministerial regulation is to provide a learning experience and learning process that develops the character and potential of learners. This process is followed by application-based approach saintifk Active, Creative, and Fun in school. Teachers as facilitators of learning invites students to actively with scientific approach, the approach that touches three areas: attitudes, knowledge, and skills. The scientific approach are in the learning activities include observing, ask, reasoning, tried, forming networks for all subjects.

Form of implementation of scientifically-based joyful learning seen since lesson plans created by teachers before teaching that the Draft Education Program. Explicitly, in the learning activities of teachers has drawn scientific activities modified by a variety of fun strategy.

The learning activities are carried out

also accommodate the needs of individual learners and groups. Techniques used by teachers when teaching with brainstorming showed that the students' individual needs are met. In addition to the needs of individuals who have served, teachers also never left the discussion with engineering methods both small and large groups. This is done in addition to providing services to the needs of learners in groups as well in order to foster a culture of working together and sharing knowledge and knowledge possessed by each individual.

A variety of extracurricular activities presented by the school for the development of their interests, talents, innovation, and creativity of learners. Extracurricular include: the sacred footprint, science, indoor soccer, archery, vocal arts, taekwondo, robotic, English, Mandarin, drawing, crafts, and so on. In addition to mandatory extracurricular is a scout. The whole extracurricular handpicked according to the field of specialization and talent of the students.

With these diverse extracurricular activities, SDII provides an opportunity for learners to hone and explore their ability and interest in areas like student. As a follow up of extra-curricular, regularly school organizes an appreciation of the talents and interests of students, for example, market day for students whose interest in entrepreneurship, SDII goes talent to seek the talents of students, students expo who attended the parents to present the results of artistic activity that has been followed by the students, etc. In addition, SDII also engage learners in a variety of art appreciation event.

Children's right to learn with fun was included in one of the school identifier, therefore, a variety of programs that can be fun students conducted by school. Various strategies of active learning-fun to be done varied, so that if one strategy does not contain a specific character values, can be supplemented with other strategies yagg contains a more complex character value (Rahmawati, 2015:573). One example application of joyful learning methods, such as fairy tales, games, practice direct, drama,

movies and so on. In addition, the learning is not done only in the classroom, at the start of the opening theme of learning, students are invited to explore the environment outside of school that are tailored to the theme, for example: go to Kampung Lele to open the theme "Ecosystem" Bread Factory to open theme "My favorite", Museum for the theme "Cultural Heritage", and so on. Enjoyable learning is also in line with indicators apply care habits and cultured in the learning environment.

Child-Friendly School indicators associated with the certainty of communication and dialogue when learning takes place is realized in the form of making a deal at the beginning of the semester meeting between students and teachers. Making a deal which contain the consequences of the actions of these students was recently implemented in the high grade (grade 4, 5, and 6) and not in the lower classes. This is done in accordance with the psychological development and maturity of the students aged 10-12 years.

At the time of the learning process, teachers also apply habituation-conditioning expected character becomes a habit and culture for students. This form of habituation among other things: taking out the trash the place, lining up, apologize if you make a mistake, empathy and respect each other friends, raised their hands when going to speak and after the welcome, speak politely, listening to the opinion of friends and did not laugh if there is an error. Habituation is carried out every day with a reward if the child is doing well and orderly.

Another indicator that should exist in the child-friendly school that is giving a sense of security and affection to all children, so the attitude of tolerance and non-discrimination should be done by the teacher. Implementation of safe schools, compassion, tolerance and non-discrimination, one of which is done by creating programs that involve parents. The program is named Meeting with Parents and Teachers which each month has an agenda to find between parents, students, and teachers. At the time of this activity occurs iteration good between

the school and parents. Teachers can get to know the parents of students that can be delivered to schools programs and achievements from week to week. By getting to know the parents, the teachers and students can communicate about daily life at homes, the constraints faced by parents, student activities, and to the families involved in the process of dropping off and pick up students.

Facilities owned by SDII Al Abidin, among others: a computer laboratory with open source applications that legal and lawful, language labs, science labs, multimedia laboratories, a library, infirmary, hotspot area, mosque, cafeteria, catering halalan toyyibah, playground, and parking area is a form of realization of the means of supporting learning that not only meets the indoor space alone but also held that the outdoor. This facility can be used to meet the goals so that learners can play, learn, exercise, and rest comfortably and fun.

Based on the description, SDII Al Abidin has implemented indicators for the Child Friendly School as stated in the Ministerial Regulation Women's Empowerment and Child Protection number 8 in 2014. Some of the indicators that need to be further developed and strengthened, among others: the realization inkulusi education and facilitation of education for children with special needs. Education on its behalf shall be carried out for schools that bring a special characteristics CFS because as stated in that ministerial regulation principles are non-discrimination, which means guarantieeing each child the opportunity to enjoy the children's right to education without discrimination based on disability, gender, ethnicity, religion, and background of the parents.

Therefore learning programs in SDII Al Abidin has been characterized by the CFS, the equipment facilities of educational games was supposed to have met the Indonesian National Standard (SNI) applies, although teachers are still able to make facilities of educational games based on the surrounding environment and local culture. It is intended to provide security for the students to learn.

CONCLUSION AND SUGGESTION

Implementation of natural resource-based learning process in accordance Ministerial Regulation Women's Empowerment and Child Protection number 8 in 2014 was carried out by Al-Abidin SDII. The indicators have been reached, among others: the subject matter is tailored to policy child-friendly schools, develop the diversity of characters provides students with a learning experience that is diverse, implementing the learning process fun, affection, free from discrimination, develop interests, talents, and innovation student, has decent facilities for learning, play, beristirhat, and exercise, applying habituation-conditioning caring and cultured, as well as the communication between teachers, students, and parents.

Indicators of implementation of the learning process that has not been achieved in SDII Al-Abidin is not done to complete the inclusive education, the subject matter that expands the CRC materials, and documentation that meet SNI.

Suggestions for teachers and schools to facilitate the continuity of education for students with special needs and disabilities.

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