

CHILD-FRIENDLY ENVIRONMENT IN EDUCATION FOR CHILDREN WELLBEING

¹Mega Febriani Sya

¹Universitas Djuanda Bogor
megafebrianisya@unida.ac.id

Abstract

Most people agree that teachers must be both theoretically knowledgeable and inventive. They must be able to use a range of strategies, and they must also be able to invent new strategies. They must have some basic research-based routines for managing classes, but they must also be willing and able to break from the routine when the situation calls for change. They need to know about their own students, understanding the students in general about their particular ages, culture, social class and gender would make the child friendly situation in the classroom. There are some aspects should be identified in the areas of friendly teaching atmosphere and the learning quality; (1) the materials and programs appropriate for students' grade level; (2) some teaching strategies that applied such as the effective teaching and evaluation, besides special ways and concepts are necessary to be considered for lower ability students.; (3) the characteristics and cultural backgrounds of learners. One of the key factor to be succeed in creating the friendly child learning environment is as a teacher we need to know ourselves, our strengths and our blind spot as well as our own cultural identity. By having clear sense of ourselves we can understand and respect the cultural identity of our students.

Key Words: Child-Friendly, Children Education, Education Environment

INTRODUCTION

Educators have examined the question of what good friendly teaching learning process to the students is. A good teaching is not always confined to classroom, could we say the learning process could be happened in homes, hospital, the nature camp and other setting as well. Most of the real situations of the primary learning process are two teachers worked with the students in local elementary school. Each teacher would have the different responsibility based on their duty. By having attention to the students' development as a human being that can be divided into a number of different characteristics, teacher would notify some general principles of development.

Although there is disagreement about both what is involved in development and the way it takes place. There are a few principles theorists would support. Having considered that people develop at different rates, in the classroom teacher will have a whole range of different developmental rates. Some students will be better coordinated and more mature in their thinking

and social relationship, others would be much slower. Besides, the students develop abilities in a logical order in infancy the children sit before them talking; at school they will master addition before algebra, Bambi before Shakespeare and so on. However, "orderly" does not necessarily mean linear or predictable some people in advance could stay the same in the time period, or go backwards.

During the elementary-school years, physical development is steady for most children; they become taller and stronger so they are able to master sports and games. For this, children need what Piaget called operations or actions that are carried out and reversed mentally rather than physically, children is closer to mastering the mental operational. This ability to work with symbols, such as using the word horse" or a picture of a horse or even pretending to ride o horse to represent a real horse that is not actually present. There is a tremendous variation, particular child can be much larger or smaller than average and still be perfectly healthy. In short, the learning process in this

stage is an active process that could construct and associate the knowledge. So the suitable instructional design and properly organized learning would be perfect for the achievement in learning process.

LITERATURE RIVIEW

Woolfolk (2007) stated that Piaget has taught us that we can learn a great deal about how children think by listening carefully, by paying attention to their ways of solving problems. If we understand children's thinking. We will be better able to match teaching methods to children's current knowledge and abilities.

1. Understanding and building on students' thinking.

The students in any class will vary greatly in both their level cognitive development and their academic knowledge. As a teacher how we can determine whether students are having trouble because they lack the thinking abilities or because they have not learned the basic facts. To do this, Case in Woolfolk (2007) suggests teacher observes the students' carefully as they try to solve the problems the teacher has presented. What kind of logic do they use do they focus only one situation aspect? Are they fooled by appearances? Do they suggest solutions systematically or by guessing and forgetting what they have already tried? Ask the students how they tried to solve the problem. Listen to the strategies; teacher can recognize what kind thinking is behind repeated mistakes. Students are the best sources of information about their own thinking (Confrey in Woolfolk, 2007).

Many materials and lessons can be understood at several levels and can be "just right" for a range cognitive abilities. Classics such as *Alice in Wonderland* and fairy tales can be enjoyed at both concrete and symbolic levels. It is also possible for a group of students to be

introduced to a topic together, then work individually on follow up activities matched to their learning needs . A way to use activity cards on three or four different levels to differentiate such follow up activities. One of the cards should be a good "match" or each student often it makes sense to let students choose their own follow up activities, with the encouragement from the teacher to tackle the challenges (Good and Brophy, 2003).

2. Activity and Constructing Knowledge

Learning is a constructive process (Piaget's fundamental insight), every individuals also construct their own understanding. At every level of cognitive development, we want to see that students are actively engaged in the learning process. This active experience, even at earliest school levels, should not be limited to the physical manipulation objects. It should also include mental manipulation o ideas that arise out of class projects or experiment (Gredler in Woolfolk, 2005). For example, after a social studies lesson on different jobs, a primary grade teacher might show the students a picture of woman and ask, "What could this person be?" after answers such as "teacher," "doctor," "lawyer" and so on, the teacher could suggest, "How about a daughter?" Answers such as "sister," "mother" "aunt" may follow. This should help the children to switch dimensions in their classification and centre on another aspect of the situation.

All students need to interact with teachers and peers in order to test their thinking to be challenged, to receive feedback, and to watch how others work out problems. Disequilibrium is often set in motion

quite naturally when the teacher and another student suggest a new way of thinking about something. As a general rule, students should act on manipulate, observe and then talk or write about it (to the teacher and each other) what they have experienced. Concrete experiences provide the raw materials for thinking

3. The Value of Play

Maria Montessori noted, "Play is children's work." The brain would develop with stimulation, and play provides some of that stimulation at every age. Babies in learn by exploring, sucking, pounding, and shaking on their environments. Preschoolers love pretend play and use pretending to forms symbols, use language and interact with others. They are beginning to play simple games with predictable rules. Elementary-school-age children also like fantasy, but are beginning to play more complex games and sports, and thus learn cooperation, fairness, negotiation, winning and losing as well as developing more sophisticated language.

Students need to be taught in the magic middle (Berger in Woolfolk, 2007), where they are neither bored nor frustrated. Students should be put in situations where they have to reach to understand, but where support from other students or the teacher is also available. Sometimes the best teacher is another student who has figured out how to solve the problem. Students should be guided by explanations, demonstrations, and work with other students. Having a student work with someone who is just a bit better at the activity would be a good idea. In addition, students should be encouraged to use language to organize their thinking and to talk about what they are trying to accomplish. Karpov and Bransford in Woolfolk, 1995) conclude that dialogue and discussion are important avenues to learning.

Erikson's Psychosocial Theory of Development (Woolfolk,2007) Explained how teachers or adult support positive resolution for each stages and the implications for negative resolution of these crises.

1. The Preschool Years: Trust, Autonomy, and Initiative

Erikson identifies **trust** versus mistrust as the basic conflict of infancy. The infant will develop a sense of trust if its needs for food and care are met with comforting regularity and responsiveness from caregivers. Young children begin to assume important responsibilities for self care such as feeding, toileting and dressing. During this period parents must tread a fine line, they must be protective but no overprotective. If parents do not maintain a reassuring, confident attitude and do not reinforce the child's efforts, children may begin to feel shame. They may learn to doubt their abilities to manage the world on their own terms. Erikson believes that children who experience too much doubt at this stage will lack confidence in their own abilities throughout life.

The next stage of **initiative** versus guilt, the challenge of this period is to maintain a zest for the activity and at the same time understand that not every impulse can be acted on. Again adult must tread a fine line, this time in providing supervision without interference. If children are not allowed to do things on their own, a sense of guilt may develop, they may come to believe that what they want to do is always "wrong." The Guidelines suggest ways of encouraging initiative.

Guidelines: Encouraging Friendly-Initiative in Preschool Children

- The examples how to Encourage children to make and to act on choices
 1. Have a free-choice time when children can select an activity or game.
 2. As much as possible, avoid interrupting children who are very involved in what they are doing.
 3. When children suggest an activity, try to follow their suggestions or incorporate their ideas into ongoing activities.
 4. Offer positive choices: Instead of saying, "You can't have the cookies now, "Would you like the cookies after lunch or after naptime?"
- Make sure that each child has a chance to experience success
 1. When introducing a new game or skill, teach it in small steps.
 2. Avoid competitive games when the range of abilities in the class is great
- Encourage make-believe with a wide variety of roles
 1. Have costumes and props that go along with stories the children enjoy, encourage the children to act out the stories or make up new adventures for favorite characters.
 2. Monitor the children's play to be sure no one monopolizes playing.
- Be tolerant of accidents and mistakes, especially when children are attempting to do something on their own.
 1. Use cups and pitchers that make it easy to pour and hard to spill.
 2. Recognize the attempt, even if the product is unsatisfactory.
 3. If mistakes are made, show students how to clean up, repair or redo.
 4. If a student consistently behaves in ways that are highly unusual or unacceptable, seek guidance from the school counselor or

2. The Elementary and Middle School Years

When most children start school, children can process more information faster and their memory spans are increasing. As the internal changes process, the children are spending hours every weekday in the new physical and social world of school. They must re-establish in the unfamiliar school setting. They must learn to trust

new adults act autonomously in this more complex situation. The initiative action in ways that fit the new rules of school. Students are beginning to see the relationship between perseverance and the pleasure of a job completed. In modern societies, children ability to move between the worlds of home, neighbourhood and school and to cope with academics, group activities, and friends will lead to a growing sense of competence. Difficulty with these challenges can result in feelings of inferiority. Children must master new skills and work toward new goals, at the same time they are being compared to others and risking failure.

Enstwisle and Alexander (1998) declared that how well students do in the primary grades matters more for their future success than does their school performance at any other time. Because schools tend to reflect middle-class values and norms, making the transition to school may be especially difficult for children who differ economically and culturally. This achievement gaps should be omitted in the school areas.

Guidelines: Encouraging Friendly- Achievement Process in Elementary School

- Make sure the students have opportunities to set and work toward realistic goals.
 1. Begin with short assignment, then move on to longer ones. Monitor student progress by setting up progress checkpoints.
 2. Teach students to set reasonable goals. Write down goals and have students keep a journal of progress toward these goals.
- Give students a chance to show their independence and responsibility.
 1. Tolerate honest mistakes
 2. Delegate to students task such as watering class plants, collecting and distributing materials monitoring the computer lab, grading homework, keeping records of forms returned, and so on.
- Provide support to students who seem discouraged
 1. Use individual charts and contracts that show student progress
 2. Keep samples of earlier work so students can see improvements.

Next, we look at three important social contexts that could be considered for designing child friendly environment in education;

1. Families

The most appropriate expectations to have about our students' families is no expectations at all. Increasingly, students today have only one or no sibling, or they may be a part of blended families, with stepbrothers or stepsisters who move in and out of their lives. Some of our students may live with an aunt, with grandparents, with one parent, in foster or adoptive homes or with an older brother or sister. The best advice is to avoid the phrases "you parents" and "your mother and father" and to speak of "your family" when talking to students. Divorce is one reason why family structures are so varied.

If we spend time in teachers' lounge in school, we may hear quite a bit of talk about students' parents, including some blame or students' problem. Actually it is not that simple. There are many influences on children but parents are still important (Berger 2006). We can identify four style based on the parents' high or low levels of warmth and control (Berger 2006):

- *Authoritarian* parents (low warmth high control) seem cold and controlling in their interactions with their children. The children are expected to be mature and to do what the parent says. The parents love their children, but they are not openly affectionate.
- *Authoritative* parents (high warmth, high control) also set clear limits enforce rules and expect mature behaviour. But they are warmer with their children. They listen to concerns, give reason for rules and allow more democratic decision making. There is less strict punishment and more guidance, parents help children think through

the consequences of their actions (Hoffman, 2001)

- *Permissive* parents (high warmth, low control) are warm and nurturing but they have few rules or consequences for their children and expect little in the way of mature behaviour because "they're just kids."

Authorization, authoritative and permissive parents all love their children and are trying to do the best, they just have different ideas about the best way to parent. Culture also differs in parenting styles. Parenting that is strict and directive with clear rules and consequences, combined with high levels of warmth and emotional support is associated with higher academic achievement and greater emotional maturity for inner-city children (Garner and Spears, 2000; Jarret 1995).

2. Peers

Peers are central to students' lives. Recently, psychologists have studied the powerful role of peer cultural in children friendly environment (Woolfolk, 2007). Peer culture is a group of students who set their "rules" how to talk dress and their own style. To understand the power of peers, teachers have to look at the situations where the values and interests of parents clash with those of peers, then see who influence dominates. However, not all aspects of peer cultures are bad. In some groups, the positive norms can support achievement in school. Peer cultures are more power in defining trending issues. Parents and teacher are still influential in morality, career choice and religion (Harris 1998). Peer relationship play significant positive and negative roles in healthy and friendly education environment.

3. Teachers

Teacher is the main adult in students' lives for many hours. Teachers have the opportunity to play a significant role in students' personal and social development related to friendly school environment. When students face the

emotional or interpersonal problems, teachers sometimes the best source for help. When students have unpredictable home lives, they need a caring, they need a teacher who set clear limits, is consistent, enforce rules firmly but not punitively, respect students and show genuine concern. As a teacher we can be available to tal about personal problems without requiring that your students do so (Woolfolk, 2007).

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CONCLUSION AND SUGGESTION

The friendly-child education environment needs understanding of students in general, patterns common in particular ages, culture, geography and gender. Teachers as a facilitator at school have to know the typical student conceptions in subject matter, and need to know their own students. Teachers could elaborate the knowledge for understanding problems in children learning process. One position is that teaching is a theory based science, studying how children think and feel, how learning occurs, what influences motivation and how teaching affects learning. These conceptions apply to wide range of situations. The friendly learning environment should be specific in respect to task time, place, and participants and content.

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