

CHILD FRIENDLY LEARNING METHOD DEVELOPMENT BASED LEARNING STYLE

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Abstract

The school is the first formal environment the child doing the learning. Learning system in schools needs to consider a variety of things in order to create child-friendly school atmosphere. Learning methods applied by teachers should pay attention to the condition of individual students. One of the conditions that are individual students are learning style (learning style). Research was conducted on students of SMAN 8 Surakarta class X. The long term goal of this research is to develop a child-friendly learning methods according to the learning style of each student is different. Specific target of this study is to analyze the learning style, child-friendly teaching methods and the needs that support the learning of students who have different learning styles. This research method uses a quantitative approach and action research, with the approach it is hoped will get the analysis of learning methods that could develop learning methods according to the learning style of each student is different.

Keywords: learning methods, learning styles, learning child friendly

INTRODUCTION

The school is the first formal environment in which the child doing the learning. Learning system in schools needs to consider a variety of things in order to create child-friendly school atmosphere. Child-friendly school is a school or educational consciously guarantee and fulfill the rights of children in every aspect of life in a planned and responsible (Sutopo, 2015).

The basic principles of the Child Friendly School developed from the Convention on the Rights of the Child United Nations (United Nations Convention on the Rights of the Child) or abbreviated CRC. Furthermore, child-friendly school model is further developed by UNICEF in an effort to improve the quality of education for all children, without exception three most basic rights of children, namely: provision, protection and participation. Provision meaning of children's rights to food, health facilities, education and a sense of comfort. Protection means that the child should receive the protection and security. Meanwhile, participation means that all teachers should maximize the role of the child in education. The child should be

involved in all forms of education including learning and decision-making in education.

Three fundamental right (3P) is applied to the child-friendly school in the form of the basic principles of child-friendly schools which include: 1) centered on the child, 2) inclusive, 3) gender equality and respect for all cultural backgrounds and languages, 4) effective in the sense that children learn actively and educated, 5) a protective environment, safe and healthy, 6) children participate actively and democratically. (Fauziati, 2015). Some of the conditions that need to be considered is the school environment, infrastructure, physical and psychological conditions of students, as well as teaching methods used by teachers in schools. The creation of child-friendly school environment and enjoyable learning situation requires the cooperation of various parties, one of which teachers and students. Learning methods applied by teachers should pay attention to the condition of individual students. One of the conditions that are individual students are learning style (learning style). According to Fleming and Mills, 1994 (in Slameto, 2013), "learning style is the tendency of students to adopt a

particular strategy in learning as a form of responsibility to obtain an approach to learning that is in accordance with the demands of learning in the classroom/ school and the demands of his subjects."

Fleming and Mills also suggests there are four types of learning styles of students, namely: visual, auditory, read-write, and kinesthetic (Slamento, 2013). Due to the characteristics of each student has different learning styles vary, the learning method should pay attention to the learning styles of each student so that the student is able to optimize all its potential. There is some research that suggests that students are able to learn according to the learning style that has, can improve learning achievement in the classroom. Student's learning style can support student-centered learning, so that student achievement tends to increase. This is also supported by the results of research Tanta (2010) which states that there is a significant relationship between learning styles to student learning outcomes.

But the phenomenon occurring in the field are not all the teachers or school knows (find out) about the learning styles of their students. Students are required to adjust to the way teachers teach different, are not necessarily in accordance with the student's learning style. For students who can adapt to the teacher's teaching style and have the same learning style with teachers, tend to have good learning performance. But for students who can not conform or do not conform with the learning style learning method tends to make children understand the stress and difficult subject matter. Based on the above background, the development of teaching methods in the classroom that are tailored to the learning styles of each student is different.

RESEARCH METHOD

The population in this study were all students of SMAN 8 Surakarta. The sampling method in this study using purposive random sampling, the samples are selected based on specific traits or characteristics. The characteristics desired subjects in this study were;

a. High School Students 8 Surakarta

b. Class X either son or daughter

The reason of researchers determined above based on the characteristics of the objective of this research is to study the long-term goal is to develop a child-friendly learning methods according to the learning style of each student is different. Specific target of this study is to analyze the learning style, child-friendly teaching methods and the needs that support the learning of students who have different learning styles. So the researchers chose the class X as subjects in this study because the class X still has a long learning period when compared to the class XI or XII.

To obtain data or identification of learning styles of students required in this study, researchers used a scale of learning style. Data already collected will be analyzed and interpreted into research report.

RESULTS AND DISCUSSION

The results of this study indicate the model student learning SMA 8 Surakarta spread to all types of learning styles. From the results of this study are kinesthetic learning style most dominating with a percentage of 29%. It shows that the class X by Howard Gardner (in, Tanta 2010) prefers during the process of teaching and learning methods are concerned directly with the material being taught, touching something that gives certain information so that he could remember. The next character is exemplified as a person who can not bear to sit for long listening to the delivery of information. No wonder if the people who have this learning style feel could learn better if the process is accompanied by physical activity. Those who have the characteristics above are encouraged to learn through experience using a variety of teaching models, for example, when studying the anatomy of the plants they prefer to touch the plant directly, but it also can be studied in the lab while studying physics or chemistry. For the education of children with such learning style is more consistent with the practice of education that apply directly to the field so that they do not feel depressed and confined

while receiving a lesson, it can help students to absorb the material with maximum and friendly towards the child's ability. Percentage of the second of the identification learning style are read and write which has a percentage of 25%, according to (Fleming and Mills, in Slamento 2003) students who have learning styles of this kind need to write the words, materials, ideas, translations or information studied repeatedly, and then reread the posts made repeatedly. Students with this type is not enough just to hear the explanation of the teacher in class, but he must have adequate own record and will be made again in accordance with his favorite records and read again and again so that he can know and understand the material being taught.

Category of learning styles have a visual percentage is third at 18%, people who have a visual learning style by Howard Gardner (in, Tanta 2010) in the study emphasizes the sharpness of vision. That is, concrete evidence should be disclosed in advance so that they understand. The characteristics of people who have a visual learning style is a high need to see and capture the visual information before they understand it. In concrete terms, the relevant easier to capture lessons through pictorial material. In addition, they have a strong sense of color, in addition to having a sufficient understanding of the artistic problem. It's just that usually they have a direct obstacle to dialogue because it is too reactive to noise, making it difficult to follow the advice orally and often misinterpreted word or utterance.

The smallest percentage in this study is the auditory learning style that is equal to 8%, this type rely on hearing to be able to understand and remember the subject matter. Characteristics of this learning model really put the hearing as a primary tool to absorb the information or knowledge. To be able to remember and understand specific information, the concerned should be heard first. Those who have a learning style is generally difficult to directly absorb the information in writing. Students with this learning style Able to remember well the

material discussed in the group, on hearing another friend read, listen to mp3, knows a lot of songs, generally are not good readers and less able to remember well what you have just read. Percentage another of the study by 20% is a student who has a learning style that is an amalgamation of several types such as read-write and kinesthetic by 4%, visual and kinesthetic 4%, auditory and kinesthetic 6%, visual auditory and kinesthetic 2%, auditory and read-write 2%, as well as visual and read-write 2%.

The results showed that all types of learning styles exist in the sample so that the teachers should pay attention to learning different styles in students so that they are able to optimally absorb the material provided. With the number of students that many teachers in transfer knowledge process can bridge with the help of some tools that support different types of learning styles in children to be more welcoming to students absorb it.

In this study, in addition to long-term research goal is to develop a child-friendly learning methods according to the learning style of each student is different. Researchers also have a special purpose in this study researchers have been able to do, in addition to the identification of students' learning style so child-friendly that is the need that support student learning.

Based on the evaluation study of high school students 8 Surakarta obtained results needs of each type of learning style is as follows:

1. Visual Type

In the type of students with visual learning, some of the requirements needed to support the learning process is as follows:

- a. Paper or books to take notes and make conclusions
- b. Pens or markers to make colorful concept map and give highlights on textbooks
- c. reference books

2. Read and Write Type

In the type of learning students read and write, is in need media reference books and stationery because after reading

subjects, students need to write back what they read. Method of learning by using your reading, writing summaries, and one minute of paper are several effective methods for students to learn to read and write type.

3. Auditory Type

Students with learning audia require some type of learning media to support the learning process, among others:

- a. Audio recording devices
- b. Learning with the accompaniment of musical instruments or classical

4. Kinesthetic Type

Students with kinesthetic type is the type who would be in trouble if he has to sit still for a relatively long time. Therefore, media that can support the teaching and learning process are:

- a. The presence of ice breaking before starting classes or in between learning takes a long Time
- b. Props subjects
- c. The learning process does not always have to be in the classroom, but can be varied in a laboratory example, school gardens, field studies.

CONCLUSION AND SUGGESTION

Based on the research that has been done on students of SMAN 8 Surakarta concluded that:

1. Students of class X SMAN 8 Surakarta has the characteristics of learning style as follows: 29% of students are kinesthetic type, 28% type of read and write, 18% type of visual, auditory types 8% of its students, and the rest is a combination of all four types of learning styles the.
2. The child-friendly learning methods that can be applied is by using SCL (Student Center Learning), which is a process-centered learning style of students with learning basis
3. Due to the learning styles of each student is different from each other, then teachers need to do a variation

of learning methods that accommodate four students' learning styles (visual, auditory, read and write, and kinesthetic)

4. The school needs to improve the facilities associated with classroom learning media to support the differences of students learning style, such as flipcharts, pens / markers colorful, recorders, and props learning

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