

THE DEVELOPMENT OF SHARIAH (ISLAMIC) CHILD FRIENDLY SCHOOL IN SD MUHAMMADIYAH PROGRAM KHUSUS KOTTABARAT SURAKARTA

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Abstract

Diversities are human nature, while an individual child grow up and develop in accordance with their respective capabilities. Diversities also show of attributes, personality, and different ability at school. It is not uncommon to be found the obstacles whenteaching learning process. Global challenges to be more now, more information access obtained, it makes children accept more information sources through television media, the internet or the surrounding environment. It was easy to get kids watch bad educated, such as profanity, swearing, rude act and so forth, then "brought" to the school. Socializing with their friends when they mingle bring out the different behaviors. The child difficult to adapt, or not in accordance with the new environment. It was also be found children with more capabilities, but less than optimal (under achiever) due to the pressure, which are available at home or school. Feeling marginalized, undervalued even a lack of confidence. The reality looks a lot nowadays often children become objects of problems experienced teachers or family (parents). Violence can cause the slightest psychological influence for children. Punishment in the form of verbal or non-verbal given to students who are considered delinquent in order to provide a deterrent effect, and not repeat them. As a result, the child is afraid to go to school because they feared their burden. Full day school needs longertime than regular school to teaching learning process. Often students also experience a variety of comfort or uncomforted during in the school. There is a longer course, students need "provision" to learn more preparation, such as carrying books brought. It is a challenge how to design school-friendly, fun, interesting and makes students "need" to study a longer time. Various disputes have prompted internalization SD Muhammadiyah ProgramsKhusus (SD Muh PK) gives hospitality integrally fused in learning. The concept of sharing, reminding the kindness, queuing culture to be habitual are not only for students, but also teachers and parents as well as the surrounding environment. Activities undertaken repeatedly and routine becomes a habit forming character.Full day school is not solely for school that entrusted busy parents, with very practical to send children until afternoon. SD Muh PK able to synergize together to embrace diversity awareness in a variety of children at school, home and neighborhood. A form of behavior or important character that had by Indonesian, so it is making educated nation, friendly culture and social care.

Key words: *Islamic child-friendly school, habituation, character of education*

INTRODUCTION

Indonesia as a nation with a large population of the world number four gives pluralize various cultures and regions. As the motto of "Unity in diversity" raise diversity into unity and dynamic beauty of the various tribes. Various ideas have been developed in line with the educational process of the Indonesian nation. Education should be more emphasis on the inclusion of exclusive, unity with a more down to earth and local

knowledge. To develop all the necessary policies and handling of proper education in an effort to develop human resources capability.

In order to cultivate the spirit of a child is expected to learn the school and the family provide the right service. Education is a conscious and systematic effort to achieve the standard of living or better progress. Danim (2010: 41-42), said the academic education has several objectives, namely: (1)

Optimizing the potential of cognitive, affective, and psychomotor owned by students. (2) Leaving behind the cultural values from generation to generation. (3) Encourage and develop a sense of self-esteem, self-reliance to live, work in honesty, and integrity. (4) Improve and develop the moral responsibility of students, in the form of distinguishing what is right and what is wrong. (5) Developing the capacity of self as a creature that will carry out the mandate in the face of the earth. In order to achieve the desired goal, the child is expected to be the successor of education and in accordance with the desired expectations without any sense of fear. Many children become objects of problems experienced teachers, families (parents) or their friends. Violence can cause the slightest psychological impact of children (Ricardo Lubis, 2012: 25). Children become less confident because of sanctions in the form of verbal or non-verbal or given a mockery of his friends. The findings KPAI in 2012, from 1026 respondents older SD / MI, SMP / MTs and SMA / MA, in nine provinces 87.6 per cent of children reported experiencing physical violence and psychological schools from beaten, yelled at, insulted given stigma, to hurt (Wardah, 2012: [http //m.voaindonesia. com / a / 1562622.html](http://m.voaindonesia.com/a/1562622.html)).

SD Muhammadiyah Program Khusus (SD Muh PK) is an Islamic primary school that develop child-friendly school program. That is not just a vision and mission of the school but the school emphasizes a caring attitude towards the development of the potential of the students. In order to create a conducive environment friendly Islamic school, it is necessary to note some aspects, such as school programs in accordance with the character and development, school environment that supports students' potential and comfortable infrastructure and safety. Through a variety of efforts, SD Muh PK attempts for students to learn with a nice atmosphere without being weighed down, and make the school as a second home for students.

RESULT AND DISCUSSION

Education for all children are a desire for every human progress, not just wishful thinking, but it has become a reality in the present. Every individual human wants the best for life later, regardless of economic status, race, religion or the other. Metamorphosis in the development of educational programs, such as the cocoon has become a beautiful butterfly (the term of M. Sholeh Y.A. the introduction of inclusive education), useful, valuable and will bring a shift stigma education for all. The presence of children who have no sense of self-confidence, fear of going to school or if a heavy burden, as if reluctant to go to school plus teacher with super fierce and penalties pile up points, a frightening specter. Education is not friendly to hinder the process of learning to improve their quality.

Shariah (Islamic) Child-Friendly School

The elementary school is the educational unit that the children learn for six years, which is part of basic education. Child-friendly schools, especially at primary school is a school where all children have the right to learn to develop all the potential and skills as much as possible in a comfortable and open. The involvement of all parties that the main point is to develop a child-friendly school. According to UNICEF in Setyaningsih (2012), the word of friendly, means that ensuring children's rights as a citizen. Child friendly can be interpreted as a conscious effort to ensure and fulfill the rights of children in every aspect of life in a planned and responsible. The main principle of this effort is the "non-discrimination", the best interests of the child, the right to life, survival and development and respect for the views of the child.

SD Muh PK develop friendly school concept which understand children's rights presented in the consolidation of the strengthening of the Islamic character. In child-friendly school, students and teachers learn together as a learning community, placing the child as learning centers and encourage the active participation of the learning is based on worship. So that it can be said that the existence of a process

towards self-discovery. Child-friendly education directly or indirectly shapes the character of the students. Not only demand on the law or regulations of education, but also in the realm of religion. Every religion teaches moral character or on its adherents. In Islam, morality is an important position, in addition to the basic framework of the Islamic faith and good Morals behavior is admirable that comes from the Qur'an and Hadith.

RSAM Learning (friendly, compliant, Active and Fun)

In the clause of law 4 No. 23 of 2002 on child protection, says that children have the right to live and grow, develop, and participate fairly in accordance with human dignity, as well as protection from violence and discrimination. Bafadal (2006: 60) argues about the components in the elementary school is input comprising: 1) human resources inputs, 2) material inputs, 3) environmental input. He also states that good primary school is a school that can serve as a place educational process, and place to socialization process and place to transformation process. SD Muh PK also able to fulfill the rights of children in general, the child is entitled to a learning environment that is able to be active learners develop their potential. Expected output of students have spiritual power of religion, self-control, intelligence, character, and skills necessary self and society.

The study was conducted by Ramawati, Puji entitled: Management Learning Indonesian Character, Active and Fun in Class III SD Muh PK (2015), the results showed that the interaction model used in SD Muh PK are multidirectional, in which capacity of reading, writing, speaking and listening between students and the learners created happy-fun, active and strengthen the character of tolerance, and responsibility. The conclusion of the study is the teaching materials used by teachers in the lesson plan is made to use the environment aspect as a learning resource and media, the student papers, the learners experience, and other materials. In accordance with the

opinion of Uno (2012: 10), states that active learning is one useful strategy to optimize the learning process that invites students to solve problems and to ask each other to discuss. Rahmawati, Puji (2015: 37), SD Muh PK has developed a fun learning activity in which the interaction between teachers and students, the physical environment and learning atmosphere provide the opportunity to create good conditions to learning. Integration of learning in SD Muh PK strengthening the development of character possessed by learners. Therefore, the school program to develop and optimize the character has entered in the learning steps, i.e. at the start of activities, the core, and the end of lesson

Shariah (Islamic) Child Friendly School in Frame of 2013 Curriculum

In accordance with the 2013 curriculum was used in SD Muh PK, the thematic integrative learning. Learning is an integrated thematic approach to learning integrates various competencies of the various subjects in a variety of themes. The integration is done in two ways, the first integration of attitudes, skills and knowledge in the learning process. Second, the integration of a variety of basic concepts related. Thus learning gives full meaning to the students, as reflected in a variety of themes available.

The success of teaching and learning activities carried out various assessments such as authentic assessment. Authentic assessment is performed to measure the achievement of competence in a holistic manner. Attitude aspect, knowledge and skills that assessed simultaneously in accordance with actual conditions. This assessment is not only measure what is known by the students, but more emphasis measure what can be done by students. Attitude assessment also be taken into account that point. Spiritual attitude, among others: acts of worship; behave gratitude; pray before and after the activity; and tolerance in worship. The spiritual attitude can be added according to the characteristics of the educational unit. Social Attitudes

include: honesty, discipline, responsibility, decent, caring, and confident.

Innovation in learning is also driven in SD Muh PK, such as do the exploration model of the universe (Mohamad Ali, 2013: 49). Fourth grade teacher teach the student about solar system theme. Especially learning about moon, the children were given the task to observe the course of the full moon (the Qomariah calendar system). Every night the children see and observe the changes of a night to the next night. This activity makes the students to be excited and challenges to do it. They learn without pressure. The result of observations were recorded in a project book that has been designed before. After one month, children have to do the presentation (to practice the confident) from observations and experiences in the class to their friends and the results are collected. The process of scientific approaches that have been made by SD Muh PK gives the understanding of the students to know, comprehend a variety of materials using a scientific approach in reality (Mohamad Ali, 2013: 62). Learn from their experience of reality is a means of the development process to bring awareness of man's humanity (ArifMukhriz: 2014: 243). It is characteristic of critical education, not only to educate but also to give students the freedom to be more positive activities. Besides learning through play (learning by playing) are also implemented, such as learning entrepreneurship honestly. Learn to recognize the count value of the currency with the game of buying and selling. The entrepreneurial culture is in a simple and integrated in the learning process that conditioned in order to the values and attitudes be actions in everyday life (DarmianSuryati, 2013: 90). School needs trying to bring a media that is not just fun but also a place create space for students.

Student's guidance to "problematic" in schools RSAM

Mentoring students who require special services get facilities to solve their

problem. Students who scored below in mastery learning's standards will have to do the remedial test. Remedial Learning is a learning activity that awarded to students who have not reached the minimum competence in the Basic Competence / specific sub-themes. Remedial Learning done to fulfill the needs / rights of learners. In a remedial lesson the teacher will help students to understand the learning difficulties and to resolve the difficulties by improving learning to encourage the achievement of optimal learning results. On the implementation of remedial learning, instructional media should really be prepared teachers in order to facilitate learners in understanding the Basic Competence that is considered difficult. A good teacher is that he plays as a catalyst, he able to provoke students to be unearthed talents and interests, especially the students who experienced delays in absorbing learning (MohamadYamin, 2012: 22).

The integration of character education in friendly is also efforts integrating in accordance with giftedness the students through extracurricular education. This is in accordance with the opinion of DarmianSuryati (2013: 117), character education centered not only on formal education but also non-formal (extracurricular) holistically means it can distinguish all the learning environment exists to initiate, improve and strengthen to be perfect.

Students can choose what is interest which expected later became their talents. Upon entering the second grade, students may choose a variety of extracurricular, such as: swimming, painting, dance, Martial Art (TapakSuci), Islamic PREACHING, badminton, futsal, Mathematics, English classes, drama, journalism, etc. Students began to analyze what are the weaknesses or strengths himself in order to achieve its objectives. The stages in the selection of form extracurricular:

- a. At the beginning the class teacher records a variety of existing talent of the students, for example, from some

- contests, observation of daily habits, record events on the behavior of students during in the class, etc.
- b. Information was obtained from parents or school of origin (play group). Information from the school that spreading the questionnaire before, either filled out by the students themselves or by their parents. Students are allowed to choose one of the extracurricular activities and synergized parent's questionnaire and the reasons for their choice.
 - c. After collecting the data needed and the students enter the second grade students carry out psychological tests. It is useful to see the talent or interest of the students and their emotional maturity.
 - d. The extracurricular team began to separate the data. Evaluations conducted at the end of the semester to see if there is progress, setbacks or placement interests that may not be correct. For students who have seen his talent and trained can be projected to participate in the next contest.

Developing the school Culture RSAM

Teaching learning for students is effort to balance two-way communication. Learning is not only contextual "you" and "me", but into the context of "us". Teachers and students together to learn. SD Muh PK cultivate a set of values, norms of moral rules, and practices that shape the behavior and relationships. No doubt the development formed in the formal network, but in its development is embedded into a school culture, it has become a trade mark. Benefits of develop a positive culture with the passage of time make up the climate directly describe the feelings and moral experience in school (DarmiatunSuryatri, 2013: 19). This culture will affect everything in school, how the school community in thinking, feeling and acting. The culture that has been built in schools, such as:

- a. Familiarity of teachers and students

Smiles, greetings and salutations, then exchanged greetings pronunciation with a cheerful countenance and teachers greet students every morning as a sign of welcome for a fun learning together. Similarly, when they go home, teachers willingly hand over to the parents of the students, as a symbolic form when they (students) are picked up and returned to the parent. The emergence of a kind of "closeness" between students and teachers to make students not awkward to ask, tell, express an opinion, etc. According Adhim in WahyonoJoko (2012: 39), an effective teacher will help students develop their potential, he was able to establish good relationships with the students in a dignified manner. In order to create a closeness teachers have the potential to have a love for children and understand their world (having a sense of love to the children).

- b. Comfort and safety study

The other Examples of culture development is effort the schools fulfill the growth and development, protection and participation in educational environments. Protection is established, among others safety, safety and comfort in learning atmosphere that makes students become comfortable in conducting. School designing security behavior and safety procedures around the classroom. For example, up and down stairs in an orderly manner on the left, is not allowed: for in stair lined more than two people, sitting around or put stuff on the stairs, running, pushing each other, and jokes excessive stairs. The benefits obtained for students is that they (students) can learn to appreciate themselves for maintaining the safety of yourself (Magnusson Waterdal, 2007: 10)

c. Routine significant habituation

Habituation is an example of a small part of the strengthening of the characters, such as student behavior that indicates always pray before or after doing a task or job, to pray before eating and to wash hands (students eat together with the same menu as well), to pray when the lesson is finished. At school, students get a snack and lunch with food of nutritional monitoring of schools, which is an example of healthy living habituation. DarmiatunSuryatri (2013: 74) argues, in the implementation of habituation daily with character-based should be done in a coherent, thus forming the embodiment of the unity of behavior and attitudes of learners. Increase the sense of awareness through habituation gift Friday held every class. Duha and midday prayers together. Work schedule class undertaken to train the student's responsibility. In developing the values of character formation in the execution of daily, teachers facilitate students in grade three to six prayers in mosque and also actively participate in religious activities.

Discussion between Teacher and Student to Make a Deal

School is not a separate part from everyday reality of children in the family, because the achievement of the ideals of a children cannot be separated from their everyday life. Each class has a provision adapted to the conditions with flexibility. Teacher and the students make some sort of mutual agreement (contract learning) which needs to be observed and followed together. Active participation of students is needed to developing child according to the stages the development. This allows to convey a view in accordance with the age of their stages. Transformation of learning is one of the peculiarities of SD Muh PK. according Surya Mohamad (2015: 350), the changing role of students and teachers is

needed. The role of the teacher has changed from (1) a transmitter of knowledge, the main source of information, material experts and the source of all answers, turned into a learning facilitator, collaborator, navigator of knowledge and learning partner; (2) of controlling and directing all aspects of learning, become more provide alternative and responsibility in the learning process. The role of students in learning also changed from (1) the information recipient passive to active participants in the learning, (2) of revisits knowledge into generating and sharing knowledge, (3) of the learning activity as an individual (solitary) intocollaborative learning with other students.

Activities that have been carried out in SD Muh PK already have an agreement if there are violations then use the control card (RatnaJuwita, 2015: 249). Self-control card related services to students who lack the expected behavior (for example, say dirty, argue, ignorant, etc.). Note that good or bad deeds of each student. Students write violation in that day (naughty) and students also write a favor on that day as well. The advantages of the control card is needed for counseling services train interpersonal social abilities. In addition to train interpersonal it is also to train intrapersonal too, and skilled to understand yourself. Some important points that need to be underlined is not meant to discretize or scare with various penalties, but through the process of decision making joint discussion between students and teachers aimed at training responsibilities and to respect the rights of children, as evidenced students write kindness on these days. Students can compete to do well, until eventually the character or personality that will either be embedded.

Putting the needs and stages of development typical of a child-friendly schools. Students are involved in displaying their work in the classroom. Students are diligent and disciplined as well as much of the offense will get a "reward" of teachers in the form of smile face. All of them have earned a deal of class citizens who make

democratic culture. In other words, students are involved in expressing ideas what the rules of the school / class. Democratic culture featuring shades of life which accommodate differences together build on the progress. This culture is far from the pattern of discriminatory and authoritarianism (DarmiatunSuryatri, 2013: 22).

Synergy of Cooperation parents and the Neighborhood

Various programs are adapted to the needs of children will provide optimum benefits when parents are involved in the coaching part of the guidance. Concern is a form of cooperation, that stigma of the student full day school as a surrogate are not entirely appropriate. If a parent needs to access information with other parents, it is a form of communication discussion meeting results can be assisted class committee to disseminate this information. As well as the activities that have been done mentoring for sixth-grade students who will take on the test. Cooperation of parents and teachers through monitoring model of learning. The positive benefits of cooperation will make the growth of "seeds the trust" from the parent and child.

Here is a form of cooperation with the school parents who had been posted on the magazine EENET Asia Newsletter (April 2006 Symposium Edition) On the Sunday, January 22nd, 2006. Students, parents and teachers gathered in fishing pool and Tlatar recreation center outside the city. The outdoor activity designed to motivate children to learn through games. Parents are encouraged to be more active in the learning process. By preparing for the event, the teachers got a lot of ideas about how to develop educational programs that are more creative and innovative. Children and parents were empowered as additional teaching resources, they learn to use the natural environment as a source of learning about science, language, mathematics, and other subjects.

Activities are planned and organized by parents, teachers, school committees, and

management of fishing pool. It was announced to the students before the school holiday. The students all determine when the activity will be carried out. The theme "Oh God, I'm concerned for Your the water", is divided into eight topics.

Participants were divided into groups according to the number of topics. All groups were named after one of the 99 names of Allah, among others: (1) Al Latif (the Most Gentle), on the topic of water absorption (the development of science and character); (2) ArRazzak (the Grantor Rizki), on the topic of water as a source of food / food chain (biology and the development / construction krakter); (3) Al Badi (which Wills), on the topic of the position of objects in the water (arts and crafts environment; (4) An Nafi '(the Supreme Benefactors), to subject all the benefits that we get from water (development / construction science); (5) Al Hayyu (the Ever living), to subject all living in the pond (biology, mathematics, the development of character development and Indonesian); (6) Al Aziz (who is Mighty), on the topic of water pressure (physics, citizenship / PPKn, mathematics and technology); (7) Al-Jami'(almighty Collect), on the topic of collection and collection of water (science, mathematics and construction of the system); (8) Al Qudus (the Most Holy), for topics water level still, smooth and perfect (science and development system).

The groups are a mix of grade one to grade six. The parents were divided into groups according to their children. The program begins with a discussion about water, based on a quote from the Qur'an on the water and on water science. A student volunteer would read a quote the Koran in Arabic and Indonesian translation uses. One mother explained the various aspects of water and its use. Each group then run the practical and playful experiments based on topics that had been given to them. Discussion, question and answer, noting were done throughout the day. In the end, the children and parents to reflect on the day, draw conclusions and make comments. Then, the parents throw themselves into the water to catch fish race

and collect seaweed before they all had lunch together. Boat-shaped plates are made from recycled paper. After all the trash was separated between organic and non-organic to raise environmental awareness among children and their parents. Here is a small selection of comments from kids: happy but tired! I love this program because I can learn and have fun at the same time, great! Tired! Want more! But actually I do not really know the details. (Ali mohamd, HidayatiNuril).

In addition to parenting activities, optimization of the students when experiencing barriers (problems) can be coordinated through visits at home (home visit). Activity of home visit program is not only for students who are "problematic", but for all children who are useful to clarification of habituation or behavior student in the home. Discussions could be established and be the reflection of how the relationship between students, schools with parents, for example, if a child scores less than satisfactory, student behavior has changed because of the impact of family problems, etc.

CONCLUSION NAD SUGGESTION

SD Muh PK is a school that not only develop national education curriculum in general (curriculum in 2013), but also modify the religious curriculum and curriculum use Shariah. This modification provides the basic formula creation of child-friendly curriculum sharia. Curriculum 2013, which is used in SD Muh PK identical character development for the school. Learning character has a principle that is interactive, inspiring, fun, challenging, motivating for shaping the character, making the development of creativity, talents, interests, physical and psychological. Other benefits of the curriculum development is the process of effective learning, learning model creative and innovative. The hope is students feel enjoy with the full day school program, so as to develop students' talents and potential optimal fit their dreams. Although there are still shortcomings and in a long process, at least efforts are being made SD Muh PK. Teachers, students and parents are

complementary sharpen the sensitivity in addressing the differences with the support of the various programs that exist in school or at home.

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