

The Implementation of Science Learning Model Based Child Friendly School in SDN 1 Ampenan Mataram City

Siti Ruqoiyyah^{1,a)} Erni Munastiwi^{2,b)}

^{1,2}*Magister Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Sunan Kalijaga Yogyakarta.
Jl. Marsda Adisucipto Yogyakarta.*

^aCorresponding Author: rukaiyahkarim@gmail.com

^bmunastiwi_erni@yahoo.com

Abstrak. Ampenan Elementary School Number 1 Mataram City is one of the schools used the concept of child-friendly school. Child-friendly schools are developed by UNICEF using the concept ideologies by providing safe and secure schools, well-trained educators, resources and an adequate learning environment. The concept learning of child-friendly school using the principle of 3P (Provision, Protection, and Participation). Principle 3P can be implemented through the learning model that emphasizes student-centered learning with attention, safety, and comfort for students. The learning model is closely related to the characteristics of science learning that emphasizes the students are more active in the learning process. This study will describe a model science learning based child-friendly school using 3P principles implemented through PAIKEM, and their impact on science learning. This study used qualitative descriptive research. The subjects of this research are students of SDN 1 Ampenan and teacher of SDN 1 Ampenan Kota Mataram. Techniques of collecting data using interviews, observation, and documentation. The results show that the model science learning based child-friendly school is implemented using the 3P principle. This is used so that students can be actively involved in the learning process so their potential is explored and developed, with a sense of joy and comfort without intimidation from other. With a learning model that prioritizes the activities of students, providing the environment and facilities that accommodate what the students want then the students will be happy to learn so that students can develop their abilities.

INTRODUCTION

The schools are one of the most educational institutions strategic to make quality future generations, having a strong faith, superior personality, mastering science and technology. However, lately, there have been various problems that occurred in the school environment, that the number of cases of violence, bullying by students, and teachers. Setyawan [1] said that the survey results of the International Center for Research on Women (ICRW) which that as many as 84% of children in Indonesia experienced violence in schools. Besides other problems that still exist in the world of education is the education process that still makes the child as the object, so the consequently the learning activities in the class regarding the students as empty glass that can be filled by anything. With the problem then the students assume that a school is a scary place coupled with the burdens of learning that is considered heavy by students. Yet in schools, especially primary schools require students to always play an active role in seeking knowledge, especially in science lessons, demanding students to be more active, through experiments, observations, suggestions, or questions [2].

What is described above should be the basic importance of developing the concept of child-friendly schools to improve the quality education. KPPPA [3] mentioned the concept of child-friendly school is defined as a program to realize safe, clean, healthy, caring, and cultured environment, which can guarantee the fulfillment of children's rights and protection from violence, discrimination, and another mistreatment, as long as the child is in educational units,

and support child participation especially in planning policy, learning and supervision. It is hoped that the existence of a child-friendly school will encourage students to be more actively involved in the learning process by feeling secure, comfortable so that the intellectual development needs of students can be fulfilled.

In the learning process in child-friendly school, we observe three principles of learning that contain and pay attention to children's rights that are known by the principle of 3P (Provision, Protection, and Participation). Musarokah [4] said provision is the availability of children's need for love and affection, food, health, education, and recreation. Meanwhile, protection is the right of the child to obtain protection from threats, discrimination, punishment, etc. both physical and psychological, and participation is the right of the child who is connected with the right to act; in this case students are given the freedom to argue, question, argue, and play an active role in the classroom or at school. Three principles can be actualized in any material one of them is on the science material in child-friendly school. Through the 3P principle then the child is no longer used as the object of learning but as a subject of learning that has the ability to form their own knowledge through various activities and scientific processes. This is as revealed by Daryanto [5], a constructivist paradigm that holds that knowledge is shaped by the students themselves. Such learning considers the student as the person who activates his brain to think. Nurhidayati [6] says students will relate his experiences to the material his teacher has given him, then apply them in new cases, until finally, he gets a new conclusion or knowledge.

The connection with science teaching in elementary school Sri Sulistyorini [7] suggests that science learning should involve the active learning of the child by the way the teacher can realize the learning that is able to provide opportunities for the students to perform process skills include: finding, concluding, communicate their own knowledge, values, and experiences needed. Learning activities like that can be actualized if supported by a comfortable environment, and give a sense of security for students to develop all the competencies that choose it without any intimidation and threat from others. As is done by a teacher in SDN 1 Ampenan Mataram City using child-friendly school learning by paying attention to the principle of 3P. SDN 1 Ampenan Kota Mataram is one of the primary schools in Mataram City that implements the concept of Child-Friendly School through learning, especially in science lessons. This is so that students can develop the ability, both from creative thinking skills, critical and in the formation of attitudes. Therefore, this study will attempt to describe the application of science-based science-based learning schools using the principle of 3P (provision, protection, participation).

There are many learning models that can be used to implement the concept of child-friendly school learning with 3P principles such as, PAIKEM learning model (active learning, innovative, creative, effective and fun), learning contextual teaching and learning, discovery learning learning, and thematic learning with approach scientific studies in accordance with the 2013 curriculum. The learning model is believed to fulfill the right of students to participate actively in the classroom. Because the characteristics of learning science are demanding students to be active in the learning process, because learning science according to Desstya, et.al [8] not only memorize a particular word or term but rather a process of learning that involves all aspects of the senses to obtain a complete experience to form a knowledge.

RESEARCH METHOD

This research uses descriptive qualitative research method. The subject of this research is science learning in SDN 1 Ampenan Kota Mataram. Sources of research data are the teacher in 1 Ampenan Mataram, and students of grade V SDN 1 Ampenan Mataram. Data collection techniques are interviews, observation, and documentation. Observations were used to see the implementation of the model learning science-based on child-friendly schools in SDN 1 Ampenan Mataram City. While the interview is used to check the truth of data that can be through observation. Data obtained through observation and interviews are written in field notes. While documentation is used to document the science learning process in SDN 1 Ampenan Mataram City.

Data analysis methods used are based on data analysis proposed by Miles and Huberman, which consists of data reduction, data presentation, and conclusion. While the technique of checking the validity of data used in this research is triangulation technique. By correcting inappropriate data on interview result between teacher and student, or between the result of the interview with a result of observation

RESULT AND DISCUSSION

In the process of learning a teacher should be able to organize any teaching and learning activities and respect their students as subjects that have provisions and abilities. Therefore, the interaction between teacher and student must be deeper for giving motivation from teacher to student, so that student feel happy, have spirit, by developing student ability. Therefore, students are expected to be more active in conducting learning activities. Because learning will be more meaningful if the child experiences what he or she is learning, not just knowing it [9]. From his experience, students are expected to understand the science in depth and can be remembered in a relatively long time. For that, teachers need to apply learning strategies that involve students directly in teaching and learning activities and attention to the rights of children.

Based on science teaching and learning activities in SDN 1 Ampenan Kota Mataram based child-friendly school can be presented the illustration of the following picture

TABLE 1. Model of Science Learning at SDN 1 Ampenan Mataram City

Learning Activities	Learning Activities	Student Activities
Early Activities	<ul style="list-style-type: none"> • Prepare students physically and physically to follow the learning process • Asking questions that relate previous knowledge to the material to be studied • Explain the purpose of learning or basic competencies to be achieved • Delivering material coverage • Embrace learners to read • Providing motivation and passion through class yells 	<ul style="list-style-type: none"> • Pay attention to teacher explanations • students actively answer questions • teachers to build the initial knowledge that students have • sing class yells
Core Activities	<ul style="list-style-type: none"> • Involve learners looking for extensive and in-depth information about the material being studied, whether in a group or individual form • Using a variety of learning approaches, • Facilitate interaction in learning, through discussion, question, and answer, to create new ideas without fear • Provide opportunities to experiment, think, analyze, and solve problems • Facilitate the students to display the work on the classroom wall 	<ul style="list-style-type: none"> • Students seeking information about the material to be studied • Students conduct discussion, question, and answer, observation, experiment • The student displaying his work on the class wall.
Closing activity	<ul style="list-style-type: none"> • Conclude and evaluate the results and evaluate the learning process 	<ul style="list-style-type: none"> • Students are guided by teachers to reflect on learning outcomes. And answer questions related to the material that has been learned

Based on the above learning activities it can be identified that the concept of learning science in SDN 1 Ampenan Mataram City implemented with multi-strategy with the concept of learning PAIKEM (active learning, innovative, creative, effective, and fun). This is because SDN 1 Ampenan Mataram City has been designated as the child-friendly school by the office of women empowerment and child protection of Mataram City. Ngadiyo [10] said that child-friendly schooling is a school that is anti-discriminatory, implements PAIKEM, concerns and protects children, a healthy environment. Kustawan [11] stated that PAIKEM learning has activity characteristic that is experiencing (learning experience), communication, interaction, and reflection.

Characteristics of learning in table 1 above can be seen the concept of child-friendly school-based learning that is implemented in science learning in SDN 1 Ampenan Mataram starting from preliminary activities to core activities as follows. In the preliminary activity, the teacher tries to design the learning so that the students are not tense and do not feel bored and saturated in the class by giving motivation and preparing the students in a psychic way to follow the science lesson. From preliminary activities, the teacher initiates learning by giving a smile to the students and asks the students. This is done so that students do not feel tense and afraid in following the learning. Teachers try to create a fun learning condition from the beginning of learning so that students will feel comfortable in doing some activities that involve students actively in science learning confidence without any intimidation from other parties. This is in accordance with the principle of child-friendly school that provides assurance of the right of children to participate actively in the learning process to develop its potential without any pressure from other parties [12]. The principle is called the principle of protection and participation. Abdullahi [13] said that child-friendly Schools can be considered as a place where conducive learning environments, child-friendly teachers, and children's security needs are adequately met, so school-based, community-based attention to the rights of all children, regardless from discrimination on the basis of gender, religion and ethnicity, physical / mental / disability and other cultural differences.

Then in the core activities have reflected the principle of participation, ie the students are given the opportunity to be actively involved in the learning process as seen in the learning that students are invited to discuss, experiment, observe, express opinions, without any pressure from other parties or in child friendly school called principle of protection. This principle of protection leads to the fulfillment of security to students. Darayanto [14] argued that the importance of providing students with a sense of security also had an effect on the learning process. Children living in a safe environment will foster courage to learn, recreate, ask, and explore, through experimentation, observation, etc. These learning activities are closely related to the characteristics of science teaching in primary schools, which emphasize exploration activities through experiments and observations. Muakhirin [15] stated that experience in learning will certainly make the students will more easily understand the material more deeply and can be remembered in a relatively long time. Especially in science materials, because learning science is not a just seeder process of transfer of knowledge from teacher to student through lecture, and rote only. However, science learning will be better when students experience their own learning process either through experiment or through observation.

In addition, the communication between teachers and students, and students with the disclosure of opinions, ideas, or just ask about material that has not been understood by students reflects the characteristics of learning in child-friendly schools. Because the child-friendly school gives students the freedom to express without fear of being wrong or afraid of being undone and underestimated and even laughed at by their friends. The need for interaction in learning, especially science learning in children-friendly schools aims to build a conducive relationship between students and teachers. This is done so that students are accustomed to submitting opinions, ask the teacher so that the quality of learning outcomes increases. Other than that. so that students can appreciate the opinions and work of their friends, as well as teachers, should be able to appreciate the work of students, through displaying the work of students in front of the class. this is in line with the principle of child-friendly school learning that is the principle of provision. This principle sets forth the fulfillment of the rights of the child through the availability of education and affection to the students. because the relationship of love between students and teachers can eliminate the fear of students to the difficult subjects such as science and mathematics.

In closing activities, the reflection activity is to rethink what is being done. This can be done in various ways as seen in the learning process is done by asking back the material that has been studied, and invites students to conclude the learning activities at the meeting. At the end of the lesson, the teacher does not immediately close the lesson but gives motivation to the students about strengthening the attitude of discipline. Then the students are asked to performant operations to maintain the cleanliness of the class. The description above is one way of learning designed by the teacher to create a fun atmosphere of science learning. students who feel happy to follow the lesson, no fear, anxious to make students more active and creative and do not feel inferior because of competing with other students. Because the learning process is designed with creative, effective and varied by using various methods to produce creative and fun learning.

The importance of designing science learning with the principle of 3P implemented with PAIKEM learning model cannot be separated from PAIKEM learning objective that is to assist students in developing critical thinking skills and thinking high tink [16]. Of course this can be in accordance with the purpose of teaching science in primary schools that is 1) Science teaching should stimulate the growth of intellectual and student development 2) science teaching should involve students in practical activities/experiments about the nature of science 3) science in primary schools should encourage and stimulate the formation of scientific attitudes, developing skills in the use of science

skills, mastering the basic knowledge of science, and stimulating the growth of rational and critical thinking. Therefore, in order to achieve these objectives, the instructional design should be oriented to the needs of the students or based on the principles of 3P (provision, protection, and participation) using the PAIKEM learning model. To further facilitate the understanding of science-based school-based science teaching is presented in the illustration as follows: 3P science classroom implemented with PAIKEM learning model cannot be separated from PAIKEM learning objective is to assist students in developing critical thinking skills and thinking high tink [16]. Of course this can be in accordance with the purpose of teaching science in primary schools that is 1) Science teaching should stimulate the growth of intellectual and student development 2) science teaching should involve students in practical activities/experiments about the nature of science 3) science in primary schools should encourage and stimulate the formation of scientific attitudes, developing skills in the use of science skills, mastering the basic knowledge of science, and stimulating the growth of rational and critical thinking. Therefore, in order to achieve these objectives, the instructional design should be oriented to the needs of the students or based on the principles of 3P (provision, protection, and participation) using the PAIKEM learning model. To make it easier to understand learning science-based school child-friendly then presented in the illustration as follows:

CONCLUSION

The implementation of science learning model based child-friendly can be implemented through PAIKEM learning by taking into the 3P principles those are provision, protection, and participation. With the learning model, students will be able to develop intellectual knowledge through active learning activities that encourage students to think critically, and creatively, without any intimidation from teachers or other students.

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