Implementation of Joyful Learning With Child Friendly School Web Application in Depok

Ihsana El Khuluqo, Ivan Zuadkia
Educational Administration, Universitas Muhammadiyah
Jakarta, Indonesia,
Correspondence e- mail: Ihsana_khuluqo@uhamka.ac.id

Abstract
This study aims to analyze the extent to which the adoption of child-Friendly Schools in the Village of Tugu, Kecamatan Cimanggis Depok through the Application use of Child-Friendly Schools. The application of Child-Friendly Schools created as a research tool refers to the rules of the government regarding the implementation of Child-Friendly Schools. The research method used is research methods a Mix Method. Research Mix Method can describe the results of research with accuracy refers to the accurate data given to the school through Application of Child Friendly School. This study was followed by the 9 public Elementary Schools as research subjects. The results showed that most of the State primary School in the Village of Tugu has met the requirements for becoming a Child Friendly School. In the application of Child-Friendly Schools need to be implemented because support of safety and comfort in the process of teaching and learning activities the Implementation of An CFS includes the planning and implementation of the review of the learning process and infrastructure facilities at the elementary school in the Village of Tugu, Depok City. Supporting factors include the school, community and local government in the implementation of the CFS review of the process of teaching and infrastructure at the State primary School in the Village of Tugu, Depok City. Inhibiting factors include the school, community and local government in the implementation of the CFS review of the process of teaching and infrastructure at the State primary School in the Village of Tugu, Depok City.

Keywords: Joyfull Learning, CFS Aplication

I. INTRODUCTION

Ministry of Women Empowerment and Child Protection (Ministry PPA) is one of several ministries / agencies have a school-based program. Ministry PPA encourage all educational units, both schools and madrasah, public or private, general or special at every level to be a Child Friendly School (CFS). CFS is a form of respect, fulfillment and protection of children's rights in the realm of education. CFS seeks a friendly schools and madrassas for learners.

The term "friendly" in the CFS can be interpreted as the physical and social hospitality. Social hospitality manifest in the interaction between teachers and students throughout the learning process. As for the physical hospitality embodied in the form of facilities and infrastructure. Learning and child-friendly infrastructure that is part of the six components of CFS contained in the Minister of Women's Empowerment and Child Protection (Candy PPA) No. 8 Year 2014 on Child Friendly Schools Policy.

Facilities and infrastructure can become leverage in the successful achievement of educational goals. The results showed that infrastructure strong influence on motivation to learn and learning achievement of learners. Hygiene, health, comfort, security, and safety of learners becomes a primary consideration in

the provision and management of infrastructure facilities in the CFS.

Should a program, implementation of the CFS needs to be evaluated. The Ministry of the PPA as the originator of the CFS program has done such a mechanism. The Ministry of the PPA encourages the entire CFS through the PPA Regional Office to conduct an independent evaluation by completing a questionnaire online. Information obtained through self-evaluation is used as raw data in the process of awarding the series CFS national level which takes place every year.

The existence of CFS get enough attention from the public, as evidenced by the CFS-related research. Based on the author's search, found several studies that raised the CFS as the title of the research, including research conducted by Utari which concluded that one of the factors inhibiting the implementation of the CFS is financial resources. In addition to financial resources, human resources become more inhibiting factors namely lack of understanding of teachers to the overall implementation of the CFS.

These studies specifically photographing CFS implementation of a school. But that does not mean there are no studies that have a broader scope. Kris, Khasanah, and Karmila do research on the CFS to the level of the Early Childhood Education Semarang Selatan sub-district. In the study it was revealed that most of the units of early childhood education in the District of South Semarang has implemented a program of CFS in terms of attitudes towards pupils, teaching methods, structuring classes and a healthy environment As a follow up of the study, authors are encouraged to conduct evaluative research on programs CFS terms of process learning and infrastructure at the primary school in Depok City West Java Indonesia.

A.   State of the Art

Implementation of Child Friendly School has a positive impact on the learning environment and students' academic performance. Results of research conducted by Anwar, Malik, and

Khizar concluded that the learning environment and academic performance of students in the Child Friendly School is better than the conventional school learners (Bisson & Luckner, 1996) We contend that fun can have a positive effect on the learning process. By inviting intrinsic motivation, suspending one's social reality, reducing stress, and creating a state of relaxed alertness, fun can be seen as a powerful tool to enhance a motivating and safe learning environment.

(Chan et al., 2019) ….a high level of fun through the use of PRSs strengthens the relationship between interactivity and students' learning performance. Instructors should encourage students to enjoy studying and give them the opportunity to have fun through the use of PRSs for teaching and learning.

(Moss et al., 2018) Joyful academic subjects might also emerge as they step into the flow of force relations. Affirmative possibilities are available in parti- cular settings, and one can act to travel with the currents of potentia.In these instances of grasping the affirmative, potestas is always present. But rather than be drawn into limiting, institutionalizing force rela- tions, the emergent subject aligns herself with other possibilities. Recognizing the availability of, and then embracing circuits of positivity, may generate more opportunities for joy.

There are various factors that leverage and obstacles in the implementation of the CFS. The factors supporting the implementation of the CFS in the form of a positive attitude and support from various parties as well as their commitment to the school. While the inhibiting factors such as financial resources are not enough, facilities and infrastructure that have not been friendly to children with special needs, as well as environmental factors that endanger the health of children and the school community (Chu et al., 2017) We found key behaviors that are indicative of positive affect and of negative affect, and key episodes that provide learning opportunities and those that distract students from learning during Making activities in the classroom

Other challenges faced in the implementation of the CFS is the Child Friendly School concept is confusing and should be used with caution. In addition, there are differences of opinion between learners and educators on child-friendly schools.

In addition to teachers, principals, policy makers also have a role in the implementation of the CFS. Therefore, principals need to take steps to fulfill the six components of the CFS. Efforts principals in realizing the CFS, namely: (1) implement policies CFS, (2) to supervise the curriculum, (3) conduct teacher training, (4) compliance infrastructure is child friendly, (5) provide space student participation and (6) involving parents and the community.

B.   Conceptual Description Child Friendly Schools

1.   Definition of Child Friendly Schools

Child Friendly School concept applied Indonesia is essentially a modification of the program's Child Friendly School (CFS) initiated by the UNICEF. According to UNICEF, child-friendly schools reflects a quality environment characterized by the role of the school and community participation in meeting the interests of all children, including health, nutrition, and overall well-being. To realize the child-friendly school, the school must work together with the community. It is important to ensure that children remain protected when heading to, at, and after school.

Friendly school environment for learners are described in detail by the Ministry PPA. In Article 1 Regulation PPA No. 8 of 2014 on Policy CFS, CFS is defined as:

The units of formal education, non-formal, informal and safe, clean and healthy, caring and civilized environment, able to guarantee, meet, respecting the rights of children and the protection of children from violence, discrimination, and other abuses and to support the participation of children, especially in planning , wisdom, learning, monitoring and complaints mechanisms related to fulfillment of the rights and protection of children in education.

Broadly speaking, these definitions include three main points. First, the scope of educational units including CFS. Second, the description of the characteristics of child-friendly schools. Third, the emphasis on the importance of complaint mechanisms in schools.

Points First, CFS does not discriminate based on the specificity of the educational unit. General schools and special education schools offer a target CFS. School (SLB) or to Banten, SLB replaced by the term SKH (Special School) have the same opportunity to become CFS. This is a form of fulfillment of the principle of CFS, namely non-discrimination as well the principles of education mandated by the Education Law.

In CFS, there should be no discrimination against learners. In Article 1 paragraph 3 of Law No. 39 of 1998 on Human Rights stated that:

"Discrimination is every restriction, harassment, or expulsion which is directly or indirectly based on human differentiation on the basis of religion, race, ethnic group, class, social status, economic status, gender, language, political beliefs, resulting in a reduction , irregularities, or removal of recognition, execution, or the use of human rights and fundamental freedoms in both individual and collective life in the political, economic, legal, social, cultural and other aspects of life. "

CFS provides equal opportunity for all students in mengaktuliasaikan themselves according to their interests and talents. Noram extent not contrary to the norms adopted.

Furthermore, important points contained in the definition of CFS is related complaints mechanisms fulfill the rights and protection of

children in school. CFS encourage schools to innovate by creating a complaints mechanism in the event of problems affecting learners. Fundamental but often overlooked is a complaint mechanism should be disseminated to all students. Related topics complaint mechanism can help learners determine where to complain, anyone who can help, what to do, and a variety of other efforts.

(Wei et al., 2011) joyful learning had positive influences on learning motivations from the observation and interviews

(Prouty, 2000) Paramount to a child playing a game is the element of fun. Fun and humor stimulate creativity as the brain moves from a cognitive, rule-bound state to a more fluid, relaxed state where the whole body is engaged in problem solving

(p. 299, Light, 2002) The joy that many students seemed to experience, expressed as having fun, seemed to be tied into the way in which understanding their immediate physical and social context allowed them to make informed decisions.

(Tugade & Fredrickson, 2004) Positive emotions enhance optimistic thinking, which leads to more creative problem-solving capacities. Research also demonstrates that positive emotions have the ability "to undo" the effects of stress and encourage both emotional and physical resilience

Child Friendly Schools is a program that encourages schools and madrasah to perform various actions in creating the conditions, situations, and a positive environment, conducive and friendly socially as well as physically. Social hospitality embodied in educational interaction between teachers and students throughout the learning process by applying a joyful learning, loving learning, non-discrimination, and discipline without violence and degrading the dignity of learners. As for the physical hospitality embodied in the form of infrastructure and facilities that meet the elements of hygiene, health, comfort, security, and safety of learners (Balakrishnan et al., 2015) Enjoyment in learning is an important factor for students to excel, and studies have shown that enthusiasm to learn, be it through intrinsic or extrinsic motivation will ensure the students are more focused

2. The Purpose of Child Friendly School

CFS as a form of fulfillment of children once they are in the scope of protection of children's educational regard as one of the aspects that need attention. Therefore, in the CFS, there are three pillars, namely school advocates, parents, and children. The synergy between the three pillars is very influential in the success of the CFS. The three pillars are the subject of an CFS slogan, the child happy, calm teachers, parents happy.

The messages contained in the slogan CFS is also a goal to be achieved. Expected benefits of the CFS is not only felt by children, but also can be enjoyed by teachers as representatives of the school and parents as a representation of the community. CFS is expected to be realized through a school environment that makes children happy in school, at home to be in school, and when the holidays arrive, the child was missed by friends and teachers, and hopes soon to go to school back. Besides teachers feel calm in teaching, do not be afraid of shadows punished for already apply appropriate discipline techniques. Parents also feel the benefits of the CFS, happiness appears when viewed children regularly attends school and teachers at the school are very supportive of their children.

3. Principals of Child Friendly School

In Indonesia, the implementation of CFS cling to 5 p. The principles of CFS is a refinement of the principles of the CRC as a true CFS is one of the fulfillment of the right and the protection of children in the area of education. In CRC, there are four principles that must be adhered to, namely: (1) the best interests of the child, (2) non-discrimination in, (3) life, survival and development, and (4) the participation of

children. Due to the school to manage grants from the government, the CFS insert one additional principles, namely good management to support school accountability.

(Zardetto-Smith et al., 2002) Analysis of the children's responses regarding fun, inter- est, and learning revealed that children had a positive experience secondary to engaging in the learning activi- ties. Overall, children perceived the learning activities as fun and interesting and believed that they learned some- thing after visiting these booths.

II. METHODS

This type of research conducted by the authors is the pitch (field research) researchers used a type of research mix / combination (mixed methodology). Mixed methods result in the fact that more comprehensive in researching the research problem, because these researchers have the freedom to use all the means of collecting data in accordance with the type of data needed. While quantitative or qualitative confined to a particular type of data collection tool only.

Methods used the method of research Mix Method. Mix Method research can accurately describe the results of research with reference to accurate data refers to data provided by schools through the Child Friendly School Web Applications.

III. RESULTS AND DISCUSSION

As results using Child Friendly Application shows that one out of nine public elementary school in Desa Tugu Cimanggis Depok subdistrict is not included in the Child Friendly School category because they lack information obtained about socialization Child Friendly School criteria. While 8 Elementary School in the village Tugu Cimanggis Depok subdistrict already can be categorized in the Child Friendly School visits from the late Indicators pictured in the Child Friendly School Applications.

Discussion

This research was conducted to measure the level of achievement of elementary schools on indicators of child-friendly schools. the extent to which the school has implemented child-friendly schools whose main indicators are the absence of gender, safety and comfort differences

IV. CONCLUSION/RECOMENDATION

Implementation and Application of CFS include planning and implementation in terms of the learning process and infrastructure at the primary school in the village of Tugu Depok. The supporting factors include the school, the community and local government in the implementation of CFS in terms of the learning process and infrastructure at the primary school in the village of Tugu Depok. Inhibiting factor such as schools, communities and local government in the implementation of CFS in terms of the learning process and infrastructure at the primary school in the village of Tugu Depok.

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