

**IMPLEMENTATION OF INNOVATIVE LEARNING WITH CHILD-FRIENDLY SCHOOL CONCEPT  
IN TK STUDENTS  
(Qualitative Study on Increasing Student Independence in Annida Kindergarten, Serang  
City and Al-Fatonah, Tasikmalaya Regency)**

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**Abstract**

This article research is based namely the low implementation of innovative learning with the concept of a child-friendly school. Considering that innovative learning is an integral part of implementing the concept of child-friendly schools which is the responsibility of school principals, teachers and education implementers. The school treats a good attitude towards students by educating children sincerely and with love like their own children; the learning method used is adapted to the needs of kindergarten children, the teaching and learning process is fun; involvement of students in learning, interesting and fun classroom arrangements, as well as a clean, beautiful, safe and orderly school environment, The concept of a child-friendly school, students are more confident in themselves, high intrinsic motivation, students are able and dare to make their own choices, students are responsible responsibility to accept the consequences that accompany their choice, students can adjust to their environment, students are not dependent on others.

**Keywords:** Innovative Learning, Child Friendly School

**A. INTRODUCTION**

Teaching is a professional job that can only be done by those who are specially prepared for it and not a job done by those who cannot get another job. Becoming a teacher requires good knowledge and experience. A teacher, faced with a human who has extraordinary abilities. "Teachers must be

able to provide opportunities for all children to be able to display their special abilities, be able to regulate class flow so that all children have the opportunity to process their knowledge, so that all their intelligences develop optimally" (Garber & Dodge, 1991 : 9). In line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education, Article I: Early Childhood Education, hereinafter abbreviated as PAUD, is "a coaching effort aimed at children from birth to the age of 6 years. This is done through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education.

One of the competencies that must be mastered by Kindergarten teachers as stated in the Regulation of the Minister of National Education Number 16 of 2007 is "mastering the characteristics of students in the physical, moral, social, cultural, emotional, and intellectual aspects". The demands of this competence require teachers to learn, understand, and be able to implement the conception of early childhood development. Therefore, studies on the growth and development of early childhood, especially children aged 4-6 years, are very important and strategic for Kindergarten teachers (TK) and Early Childhood Education (PAUD) educators as a whole. Competencies that must be mastered by a teacher are pedagogic competencies, the teacher's role is to create and understand learning models, learning models as conceptual frameworks that are used as guidelines in carrying out learning. According to Rusdiana and Hermayati "innovation is any effort that produces better products, processes, procedures or new and better ways of doing things, introduced by individuals, groups, or school institutions". Innovative learning is learning that is more student centered. That is, learning that provides more opportunities for students at every level to construct knowledge independently (self-directed) and mediated by peers (peer mediated instruction).(Rusdiana & Hermayati, 2015 : 68).

Innovative learning is based on the constructivist paradigm. Innovative learning is usually based on a constructivist paradigm that helps students to internalize, reshape, or transform new information. More specifically, the teacher's role in learning is as an expert learner, as a manager, and as a mediator. As expert learners, teachers are expected to have an in-depth understanding of learning materials, provide sufficient time for students, provide problems and alternative solutions, monitor learning and learning processes, change strategies when students are difficult to achieve goals, strive to achieve cognitive, metacognitive, affective, and student psychomotor. As a manager, the teacher is obliged to monitor student learning outcomes and the problems they face, monitor class discipline and interpersonal relationships, and monitor the timeliness of using time in completing assignments. In this case, the teacher acts as an expert teacher who makes decisions about content, selects cognitive processes to activate prior knowledge and grouping students. As a mediator, the teacher guides mediating between students, helps students formulate questions or construct visual representations of a problem, guide students to develop positive attitudes towards learning, focus attention, relate new information to prior knowledge, and explain how to relate students' ideas. , modeling the thinking process by showing students to think critically.

Child-friendly schools are "a program to create safe, clean, healthy, caring, and environmentally-cultivated school conditions that are able to guarantee the fulfillment of rights and protection for children from violence, discrimination, and other mistreatment, as well as support children's

participation in planning, policies and practices. , learning, and supervision” (Deputi Tumbuh Kembang Anak, 2015 : 14).

Based on preliminary observations made by researchers at Annida Kindergarten, Serang City and Al-Fatonah, Tasikmalaya Regency, one of the obstacles faced by schools in implementing child-friendly schools is:

1. The lack of learning facilities in schools causes the learning process to be less than optimal according to the concept of child-friendly schools;
2. It takes a school environment that is safe, comfortable, calm and orderly so that the learning process is not disturbed and teachers focus on learning;
3. The low school culture has implications for the quality and program of child-friendly schools;
4. Some teachers behave inappropriately with the child-friendly concept, because teachers contribute highly in determining success in learning, for example in soft and polite speech and fair and friendly treatment.
5. The implementation of the school curriculum has not been optimally adapted to school conditions and is patterned towards child-friendly schools.
6. Not yet optimal communication between teachers and education managers in creating quality education.

Annida Kindergarten, Serang City and Al-Fatonah Tasikmalaya Regency are one of the schools that implement child-friendly education. Child-friendly education has actually been instilled since this kindergarten was founded. However, it was only named child-friendly after conducting a comparative study with other advanced kindergartens. According to the principal and teaching teachers in the two kindergartens, as principals in the child-friendly kindergarten, there are 3 things, namely the provision of how kindergartens can meet the needs of students, protection of how kindergartens can provide a sense of security and comfort for students, and participation, schools provide opportunities for students. to express ideas or opinions in all fields. This is in accordance with the opinion of Senowarsito and Ulumuddin A, who said that: “Child-friendly education will be more meaningful if it pays attention to the 3P principles, namely provision, protection, and participation. The implementation of child-friendly schools in Annida Kindergarten, Serang City and Al-Fatonah, Tasikmalaya Regency can be seen from the facilities provided by Kindergarten to students and in the learning process.” (Senowarsito & Ulumuddin, 2012 : 6).

Child-friendly education is designed in such a way by applying various methods and fun classroom management. It is also supported by the inculcation of positive values given by the principal and all educators at Annida Kindergarten, Serang City and Al-Fatonah, Tasikmalaya Regency. This is in accordance with the opinion of Risminawati and Rofi'ah SN, who said that: "In learning activities the teacher motivates students so that students are enthusiastic in learning". This study aims to describe the Implementation of Innovative Learning With Child-Friendly School Concepts in Annida Kindergarten Students, Serang City and Al-Fatonah, Tasikmalaya Regency, obstacles in implementing learning with child-friendly concepts, and solutions to overcome obstacles in implementing child-friendly learning concepts. (Risminawati & Rofi'ah, 2016 : 72).

The concepts and theories used in this research include:

1. Innovations in early childhood education are “renewals intended to solve problems and develop education. When associated with innovation in the field of early childhood education, it means theories, methods, learning media, approaches, learning models or others that are considered new by a person or group of people to solve problems and develop early childhood education.” (Hidayat, 2012).
2. “Child-friendly education will be more meaningful if it pays attention to the 3P principles, namely provision, protection, and participation” (Senowarsito & Ulumuddin, 2012).
3. Independence is the ability to make choices and accept the consequences that come with them. Independence in children manifests when they use their own minds in making decisions; from choosing the learning equipment he wants to use, b choosing a playmate, to things that are relatively more complicated and include certain more serious consequences. (Musthafa, 2008 : 75).

## **B. METHOD**

The method used in this study is a descriptive method that systematically describes the facts and characteristics of the object and research subject. This is in accordance with Moleong's opinion which states that: "Descriptive method is a research that aims to describe or explain something as it is. This method is carried out to reveal events or descriptions of phenomena that occur in the present. (Moleong, 2001 : 6).

## **C. RESULT AND DISCUSSION**

### **Implementation of Innovative Learning With Child-Friendly School Concepts for Students in Kindergarten**

Based on the results of research on the implementation of innovative learning with the concept of child-friendly schools in increasing independence in students, which was carried out at Annida Kindergarten, Serang City and Al-Fatonah, Tasikmalaya Regency, including:

- a. The school treats a good attitude towards students by educating children with sincerity and affection as well as their own children;
- b. The learning method used is adapted to the needs of kindergarten children
- c. Fun teaching and learning process
- d. Student involvement in learning
- e. Class arrangement in an interesting and fun way
- f. The school environment is clean, beautiful, safe and orderly

The learning process is an activity carried out by educators and students in transferring knowledge. In teaching and learning activities with child-friendly concepts, learning is student-centered. Students play an active role in learning, the teacher is no longer the only source of learning. The teacher is only a facilitator in learning activities. “In child-friendly schools, students are at the center of the learning process. Children are involved in learning activities that support their achievement of learning outcomes. Teachers provide support, instruction, and feedback”. Teachers provide support, instruction, and feedback as well as facilitators. Before the lesson begins, the teacher conveys the

learning objectives that will be studied. To clarify the material presented by the teacher using the internet. Students are shown videos or pictures according to the material being studied. Students look happy in learning activities. This is in accordance with the opinion of the Deputy for Child Development who said that "learning pays attention to children's rights and is carried out in a fun, loving and free way from discriminatory treatment against students inside and outside the classroom" (Deputi Tumbuh Kembang Anak, 2015 : 16-17).

The classroom is a place where students learn. A comfortable class model will make students feel happy and motivated to study hard. The class model used is adjusted to the learning needs. Each classroom has adequate air ventilation. Clean classrooms, tables and chairs used according to student body postures. This is in accordance with the opinion of Sumani (2015) which says that "a conducive learning atmosphere will be created if the classroom used for learning is comfortable, clean, and tidy". The classroom floor is clean from trash and dirt brought by shoes into the classroom. Teaching materials are one of the most important parts of learning activities. The teaching materials used are in accordance with the needs and development of students. The learning resources used are books, internet, and the surrounding environment. The books used in addition to books from the government are teacher books and foreign student books as references. The books are in accordance with the material to be taught. In addition to learning resources, learning media are also influential in transferring knowledge. The learning media used are safe for children. Teachers are very close to students as with their own children, so students are not afraid to ask questions or approach the teacher. Teachers never discriminate between students from one another. They assume that all students are the same. In accordance with the opinion of the Deputy for Child Development "in the component of implementing a child-friendly learning process, namely creating closeness between educators and education staff and students". On the sidelines of learning the teacher gives funny stories to lighten the atmosphere so that students don't feel bored or depressed in participating in learning activities (Deputi Tumbuh Kembang Anak, 2015 : 16). When there are students who are expressing opinions, the teacher listens to what the students have to say. This is in accordance with the opinion of Kurniawan who said that what teachers can do in creating a learning environment is : *give learners a sense of control, create a sense of community in the classroom, value all learner's learning, involve and give support to all learners during problem solving activities, balance telling and listening*. That is, giving students a sense of control, creating a sense of togetherness in the classroom, appreciating all student learning, involving and providing support to all students during problem solving activities, balance telling and listening. (Kurniawan, 2013 : 76).

### **Student independence as a result of implementing the concept of child-friendly schools in kindergarten**

Based on the results of the study that the condition of student independence as a result of the implementation of the concept of child-friendly schools, Annida Kindergarten, Serang City and Al-Fatonah, Tasikmalaya Regency, which includes:

- g. Trust in yourself.
- h. High intrinsic motivation.
- i. Able and brave to make their own choices.
- j. Responsible for accepting the consequences that accompany his choice.

- k. Adapt to the environment.
- l. Not dependent on others.

Efforts made by teachers in developing children's independence were impacted by the implementation of the concept of child-friendly schools, Annida Kindergarten, Serang City, and Al-Fatonah, Tasikmalaya Regency. The stages to train independence are in the initial activities of the teacher conducting learning activities by guiding children to pray before studying so that children get used to it, especially for children who do not participate in reading prayers together, so the two teachers try to get used to children to participate in read the prayer before and after doing the learning activities by reprimanding him. The purpose of reprimanding him here is like calling the name of the child who did not want to read the prayer earlier to sit next to the teacher and ask the child to participate in reading the prayer. So that in the end the children get used to doing it themselves. Next, the teacher asks questions about the topic that will be studied. Then the teacher explains and gives an example to the child first on how to do the task of learning activities, guides, gives understanding and persuades if a child does not want to do his own learning task until the child wants to do it himself. After that, the teacher always tries and familiarizes the child with what he has done, such as asking the child to pack and return the learning tools or play equipment to their own place so that the child is accustomed to being independent, disciplined and responsible.

Teachers' efforts in developing independence through learning activities are not only guiding, giving understanding, motivating or persuading, but teachers must also provide opportunities and get used to working independently. This means that the teacher gives an opportunity to a child who is slow in doing their work, for example when a child chooses pieces of origami paper of various colors to make an Indonesian and Japanese flag by sticking it in their respective children's workbooks. Even though the child is slow in carrying out these learning activities, the teacher must give the child the opportunity to do his/her own task until it is finished. So that children get used to doing their own work. In addition to providing opportunities, teachers try to get used to children to pack their learning equipment after learning activities are completed by asking children to pack and return them to their place.

According to Wibowo, creating a classroom atmosphere that provides opportunities for students to work independently. Teachers in the classroom must be able to create a learning atmosphere by providing opportunities for children through varied, challenging, innovative, active and fun learning activities. So that the child will feel inspired to participate in doing the task of learning activities, motivated to work on their own without any coercion or demands from the teacher and the child will get used to doing everything without depending on others. Through such learning activities, children's independence abilities can develop optimally, both religious and moral values, physical motoric, cognitive, language, and socio-emotional. (Wibowo, 2011).

The teacher's efforts to develop children's independence outside of learning activities are by getting children to behave independently such as taking off and putting on their own shoes, storing shoes in their place, entering class without being escorted by their parents, storing their own bags in lockers, sticking their own name cards on the list. present. The teacher also helps children who cannot do it themselves, such as when a child cleans himself after urinating or defecating. Guiding and teaching children to take off or put on their own pants/skirts and socks. During breaks the children want to eat,

the teacher tries to accompany and supervise the children washing their hands before and after, helping children who are not yet skilled at eating with their own spoons. Not only that, as a kindergarten teacher, you must have a big role, duty and responsibility in educating and guiding children at school.

According to Yamin and Sabri about the role and duties of teachers in developing the independence of early childhood, the teacher as the person in charge of learning activities in schools must be able to carry out learning about independence in their students who are expected to train and familiarize children with independent behavior in every activity. A teacher must be able and skilled in developing various learning strategies, creating a learning atmosphere, and being able to integrate independent learning with children's learning activities both in the learning atmosphere in the classroom and outside the classroom. So that children can work together, and are mutually competent and the teacher must show concrete examples in what is taught. It is very important for teachers to strive to develop the independence of early childhood (Yamin & Sabri, 2013).

According to Syaodih, teachers and parents always provide opportunities for children to do something. One example is when a child opens or wears shoes, the teacher gives the child the opportunity first so that the child gets used to doing it himself. Then during lunch breaks the teacher supervises and assists the children to be skilled at eating and drinking on their own. The teacher also tries to accompany/accompany and supervise children when playing outside the classroom during breaks and while waiting for an invite to go home. Thus the child will get used to waiting patiently for his own pick-up. The method used by the teacher in developing children's independence is the method of playing, conversing, telling stories, projects and habituation (Sukmadinata, 2010). According to that the teaching method is in accordance with the characteristics of kindergarten age children; play, field trips, conversations, storytelling, demonstrations, projects and assignments. Playing methods such as playing puzzles, playing letters to make a word, ligos and sewing pictures of animals, fruit and vehicles (Yus, 2011).

Some of these game tools are used when children first come to kindergarten while waiting for their friends who have not yet arrived. With the play method the teacher can develop children's independence, because children can play according to their own wishes. While the method of conversing between teachers and children is used at the beginning or before the learning activity begins and after the activity is completed. At the beginning of the learning activities the teacher invites the children to talk about the theme of the day. Then the children answered the teacher's questions. However, there are still children who do not dare or do not have the confidence to answer the teacher's questions. Because he was afraid and not PD. So the teacher tries to give confidence by giving the understanding that the child can answer the teacher's questions even though it is wrong, so that the child is enthusiastic and brave in presenting his own opinion. In addition to the conversational method, the storytelling method also helps teachers in developing children's independence. In general, children like to listen to stories. Therefore, it is the teacher who initially tells about what has been done at home. After that the teacher asked one of the children to tell the story ahead like the teacher. Things like that to practice independence by sharing. By telling stories the teacher can set an example and teach children to behave independently at all times doing their own activities. Storytelling does not have to use story books but can also be used by asking questions to children to tell stories about activities carried out at home. Then the project method is used to

provide experience in various activities, for example the teacher asks children to complete their own work assignments.

Habituation methods are used to give children good habits, for example throwing their own garbage in its place. If there are children who are not used to doing this, the teacher tries to set an example and teach the child by asking him to throw the garbage in its place. So that children get used to doing things that are their own responsibility.

The application of the habituation method can be done by familiarizing children with doing their daily tasks. By providing continuous habituation, children will get used to doing it on their own without being instructed. The obstacles experienced by teachers in developing children's independence, one of which is parenting at home, causing children to be lazy at school if they are not assisted by the teacher, forgetting if the teacher does not tell them to, because they want to quickly play with their friends. Then the child likes to sulk and wants to leave the classroom if the teacher does not help him in doing his work. Even though the teacher did not help him, because it was to train and familiarize the children. So that children's independence develops and is accustomed to doing their own tasks and is skilled in doing everything. However, the teacher at the kindergarten always tries to train and give understanding to children to do it themselves, always gives habituation and confidence to children to behave independently, and guides and motivates children at all times, so that children are willing and skilled in doing their daily tasks/activities.

#### **D. CONCLUSIONS**

Implementation of innovative learning with the concept of Child Friendly Schools in Annida Kindergarten, Serang City and Al-Fatonah, Tasikmalaya Regency in general with the criteria of independent children. The independence of students in the application of the concept of a child-friendly school includes; Children can be seen from activities at school and at home as well as with their friends showing high self-confidence, high intrinsic motivation to learn both at school and at home, students are able and dare to make their own choices in daily activities, students are responsible for accepting the consequences that accompany their choice, students are able to adapt to their environment and students show that they are not dependent on others. To implement child-friendly school programs, teachers try to be role models for children by providing sincere guidance, teachers use learning methods according to children's needs, all students are involved in learning, organize schools well so that teachers and students feel at home in the school environment.

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