

# Children-Friendly Learning Management Model to Shape Low Class Learners' Independence and Interpersonal Skills

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**Abstract:** The challenge of the age brings about a shift in educational paradigm. The preparation of Indonesia's gold generation requires decent and child-friendly education services in Indonesia. The formation of intelligent, independent, and dignified personality requires a variety of readiness to perform work / action to be a major achievement of learning from an early age. Independence and the ability to communicate should begin to be an educational goal from the ground up. The study aimed to describe the model of child-friendly learning management as an effort to form self-reliance and interpersonal skill of students in low grade elementary school. Research method using Mixed Method with Sequential Exploratory strategy. Sequential Exploratory research, with subjects limited to low grade elementary school in Semarang. Model 70% achievement indicator. The results show that the model is feasible to be used based on the average of 82% expert validation result, which is bigger than the model achievement indicator. In addition the model can be implemented based on practitioners' validation of 87% > 70%. The more specific indicator of achievement that appears in the test group is limited to the dimension of independence is the ability to serve its own needs (80%). Indicator of achievement more specific on interpersonal skill is courage to express opinion (85%). The final result of the study is expected to be a foothold of further model implementation and can be recommended to the related parties of class teachers, KKG, principals, etc., in improving the quality of child-friendly learning in low grade elementary school.

## 1 INTRODUCTION

The global age has led to a paradigm shift in education. Emerging challenges such as the rapid advancement of science and technology, a shift in the world economy, the environment, and the impact of technology are the background of this shift. Preparation of educational human resources (educators, and students) has not been maximized in the face of the 21st century. The competencies that should be there are not well-owned. The preparation of communication skills, the ability to think smart, independent, critical, creative, innovative and have the readiness to work / action is still very low.

The change in paradigm that prioritizes integrated attitudes, knowledge and skills is basic and must be contained in the formal or non-formal education curriculum. Deepening and expanding content, preparing educational facilities and infrastructure, as well as developing the potential of educators and students are the main priorities.

The results of TIMSS and PIRLS reflection (Noah, 2013) show that more than 95% of Indonesian students are only able to intermediate level (level applying). These results show that the depth and expansion of the material is still lacking. The content of learning emphasizes higher level thinking is still lacking. Learning that produces integrated skills needed by the global era is still not visible. This is a challenge for future learning.

## 2 LITERATURE REVIEW

### 2.1 Independence and Interpersonal Skill

Dyers, J.H. et al (2011) in Gultom (2013) describes two-thirds of a person's critical, creative, and innovative abilities obtained through education. Whereas one third comes from genetics. Supporting

factors include the ability to express in activity and the ability to communicate / interact.

Kinesthetic abilities in expressing themselves are often missed by teachers as educators in the classroom. Self-expression through interest, care, responsibility, often still not become the emphasis of learning. The ability of students to control self-movements is considered all the same. And this becomes wrong when the behavior that appears through expression is not in accordance with the teacher's expectations in learning. Self-reliance planting is intended to show the balance of coordination between readiness, willingness and responsibility in life span, especially in learning.

The ability to interact with other people both individually and in groups is the basis of whether a person is accepted in his relationship in the field of education and other areas of life. Communication and interaction that is built with the teacher, fellow friends, other people within the scope of education, society and the environment affect the success of the individual personally. Because communication skills are very effective in supporting success and this ability is also a challenge for the 21st century generation. Interpersonal skills are not only transformed into mere intelligence, but are more of a primary need that must be possessed by everyone.

The formation of skills that support creativity becomes very important in learning. Learning does not only look at learning outcomes as the final achievement but more on life skills. Modification of learning activities will have a major effect on the assessment of learning that affects the retention and motivation of students (Roof and Kreutter, 2010).

Globalization is an era that must be faced. Diversity that arises and develops in society becomes something that cannot be rejected. This requires being able to be part of the existence of others on the one hand, and letting others take part in life on the other side. Humans live as a whole. This according to Sitorus (2013) is a characteristic of humanity that is the capital for the development of innovation, initiative, and creativity.

Some forms of ability that support the development of innovation, initiative, and creativity include independence and the ability to communicate / interact (Interpersonal Skill). Independence according to Mustari (2011) is an attitude and behavior that is not easy to depend on others in completing tasks. According to Aunillah (2011), children's independence means they are able to meet their own needs while being responsible for themselves. Independence according to Desmita (2009) will be characterized by the ability to

determine self-determination, creative, and initiative, regulate behavior, be responsible, be able to hold back, and be able to make their own decisions, overcoming problems without the influence of others. Based on a theoretical study of independence, the indicators set are 1) having a strong desire to learn for their own sake, 2) the ability to serve their own needs, and 3) having high self-confidence in completing the tasks for which they are responsible.

Interpersonal skills are increasingly needed in supporting interaction effectiveness. Interpersonal skills are life skills used to communicate and interact with others, both individually and in groups. Personal character development through the development of positive social relationships that individuals be associated with the community, develop a sense of belonging and learning to live and work with others.

According to Johnson (2002) that the process of interpersonal skills consists of 4 things. These four things are to know and trust someone through openness, communicate with each other precisely and clearly, accept and support and respond and pay attention to other people's problems and communicate acceptance and support appropriately, and resolve conflicts in dealing with others constructively. Interpersonal skill indicators set out in this study include 1) responding and attention to the focus of conversation / communication, 2) the courage to express opinions, and 3) the ability to interact.

Independence and Interpersonal Skills are tangible habits, attitudes, behavior, appearance, and behavior around others that affect how to move and how to get along with others. These skills are indicators to prepare yourself to be successful and productive in life.

## 2.2 Child Friendly Learning

Schools must develop a climate and culture that is full of friendliness, tolerance and mutual respect among fellow civitas, education staff and the community. Various activities created make students still feel happy, comfortable, and safe learning in school. Sharing of academic and non-academic activities is designed and implemented to shape the characters and personality that are superior and resilient in the face of changing times. Academic and non-academic activities should not be separated from the conditions of the surrounding environment. Students are trained to have a good sense of conscience towards others and the environment.

The creation of child-friendly learning must be supported by various parties, including teachers, students, school environment, and community

environment. Learning is carried out by paying attention to matters related to the Convention on the Rights of the Child. The principles contained in the Convention on the Rights of the Child according to Eddyono (2007): 1) the principle of non-discrimination, 2) the best principle for children, 3) the principle of the right to life, continuity and development, and 4) the principle of respect for children's opinions.

The implementation of the four principles in learning includes that learning must be able to present a pleasant atmosphere for children. The world of "playing" appears in every learning process. Learning must create healthy competition.

Various things that are expected to influence child-friendly learning, are 1) the final achievement of the best learning according to the needs and conditions of the child, 2) the low-grade learning curriculum that is child-friendly, 3) preventing violence during the learning process. Forms of violence include physical, sexual, emotional violence, and neglect of opportunities. 4) interactive, inspirational, and fun learning process, 5) active, effective, and creative learning, 6) learning that is best for children with various models, strategies, and approaches that are appropriate to needs, 7) learning that pays attention to children's potential growth, 8) learning that rewards children's opinions, 9) learning that is supported by appropriate facilities and infrastructure for children. 10) the creation of a conducive learning environment.

To achieve these 10 indicators, the teacher's ability to package materials is needed. Packaging materials is very important in the management of child-friendly learning. The results of Yohafrinal's research, et al. (2015) showed the low ability of teachers in packing material. This is evident from the 7 aspects of Pedagogic Content Knowledge that must be mastered by the teacher, it turns out that only 4 aspects are mastered, namely knowledge of learning strategies, knowledge of learning and learning materials, knowledge of students' communication, and knowledge of assessment and evaluation. While the other 3 aspects such as knowledge about students and their characteristics, knowledge of curriculum development, and knowledge about the development of potential students have not been well mastered.

According to Hj. Rahman (2013) that teachers must be able to improve their performance, optimize roles in an effort to optimize the potential of students. Learning approaches and strategies conducted by the teacher must aim at developing the potential of students. Innovations that involve the active role of students in interesting learning. The form of creating

a conducive learning atmosphere is still too low especially in learning in basic education. Ira Retnaningsih and Rahmat Hidayat (2012) explained that there is a gap in the role of peers in the development of individuals in the classroom towards the ability of their social representation. Furthermore Ira Retnaningsih and Rahmat Hidayat (2012) explained that education is very instrumental in the development of social representation because of the thinking of students who have self-concept.

Learning packages that can develop social behavior in the role of peers are found in vocational clinic models (Murniati, 2014). Other supporting studies are the research of Agustiantoro, A and Nuvitalia, D (2015) which states that the formation of students' creativity in vocational clinics is supported by attitudes and social interaction.

### 3 METHODS

This research method is Mixed Method with Sequential Exploratory strategy. Sequential Exploratory research according to Sugiyono (2014) combines sequential qualitative and quantitative, where the first stage uses qualitative methods and the second stage uses quantitative methods.

Qualitative methods function to find hypotheses while quantitative methods function to test hypotheses. Qualitative stages include 1) research settings where there are problems or potential problems, 2) researchers conduct a perspective theory study that serves to guide researchers into the research setting, 3) data collected through observation, questionnaires, interviews, and documentation, 4) data collection activities, data analysis, and data credibility testing through triangulation techniques are carried out simultaneously. The stages of data collection and analysis use the Spradley or Miles and Huberman models (Sugiyono, 2014): namely description, reduction and selection. This last stage was followed by a draft conceptual model and validation of the model for hypothetical preparation steps. 5) The hypothesis is defined as the final conclusion of the stages of qualitative research.

The quantitative stages include 1) determination of population and sample in child-friendly learning in low grade elementary schools. The population determined was all elementary schools in Semarang city. While the sample is determined using Purposive Random Sampling technique. 2) Collecting and analyzing quantitative data, according to the established hypothesis. Data is collected through

observation, experiments, and documentation. 3) Compile conclusions and recommendations as recommendations for research results.

#### 4 RESULTS AND DISCUSSION

Observations of low-grade learning were carried out in 2 schools that were the subject of research. School

selection is based on the characteristics of the school and the learning environment of students. The results of identification were obtained by religious elementary schools and public elementary schools with different facilities and students. Interviews and documentation were carried out in these two elementary schools. Observation results can be seen in Table 1.

Table 1: Results of research subject observation.

No	Indicator	Coding	Finding
1	Learning final output	O1	The final learning output is found on the lesson plan and some are in the learning process. However, the feedback of the learning is not yet based on the output.
		O2	The output is not found either on the lesson plan or on the learning process.
2	Curriculum in the lower graders of elementary school	O1	Curriculum 2013 (the latest curriculum in Indonesia)
		O2	KTSP (the older curriculum in Indonesia) and curriculum 2013
3	Interactive, inspiring, and fun learning process	O1	There is a student-centered learning process which is interactive and fun, but not inspiring yet.
		O2	There learning process is still teacher-centered. The interaction only occurs between teachers and students; there is no interactive activities among students and interaction between students and the environment. The learning is also not yet fun and inspiring.
4	Learning which focuses on the development of children	O1	Well-planned, but not yet in a maximum way.
		O2	Not implemented yet. Teachers still treat all the students equally.
5	Learning which is supported by child-friendly facilities	O1	Facilities are complete and with good quality; they meet school facility standards.
		O2	Facilities are not complete, not meeting the school facility standards.
6	Creating conducive learning.	O1	Learning is constantly conducive.
		O2	Learning is sometimes conducive.

The findings of further observations can be seen in the results of the interview. Interviews are conducted with principals, teachers, and parents.

The Headmaster stated: "The teacher designs a learning program based on the achievements that have been set. Steps and strategies are designed in the RPP. I'm always check RPP readiness a week before the start of the semester. The teacher receives feedback from the results of the monitoring and evaluation and supervision. Infrastructure facilities are prepared to support conducive and enjoyable learning "(W-KS1 / 10102017).

Meanwhile, another Principal stated: "The teacher designed the RPP and implemented it according to the plan. Changes often occur according to the child's condition in the field. My school has not fully used

K13 so that things related to learning, learning outcomes have not been fully understood. Supervision is carried out once a semester. Standard facilities and infrastructure according to school needs "(W-KS2 / 12102017).

An interview with the first school teacher who became the subject said "I carry out learning according to planning, even though it is not yet maximal. Because K13 is a new curriculum that is very different from the previous curriculum. I have to study more optimally to improve the quality of learning in the classroom. I am sometimes still hard to educate children to be obedient and obedient. "(W-G1 / 12102017).

Interview with the second teacher said "Learning is carried out according to the curriculum, even so,

my class is a large class, so to carry out the maximum class is very lacking and requires great energy. Low-class children must be trained in discipline in learning. I have the control of learning to achieve the maximum goal". (W-G2 / 12102017).

Interviews with parents of students in the School who became the subject of the study: "Learning in school is very good, children are very communicative and teachers patiently guide children". (W-O1.1 / 16102017). Another statement shown by parents of students in the same school: "Learning now does not leave homework for children at home. This is my concern to raise the spirit of learning at home "(W-O1.2 / 17102017).

Meanwhile, parents of students at other schools stated I am not too meddling in learning at school, what I know is that my teacher in my child's school is a senior and smart teacher. The teacher guides students slowly and patiently, the problem is infrastructure that is less supportive. "(W-O2.1 / 17102017). Another opinion shows that "Learning is not optimal, because teachers always leave homework and assignments that are not suitable for the child's age" (W-O2.2 / 19102017).

Documentation results obtained 1) Learning Tools, 2) teaching experience and teacher assignment letters, 3) results of monitoring and supervision. Triangulation method shows that there is a match between the method of observation, interview, and documentation.

The findings show that there is a difference between learning in first and second schools. The willingness of teachers to learn and adapt to changes in curriculum is the key to learning success. The 2013 curriculum is a new curriculum paradigm that takes into account the convention of children's rights in every academic and non-academic activity. Learning management is carried out not yet maximally. The planning, organizing, actuating, and controlling management functions according to Terry (2000) have not been implemented optimally. Planning stages, not based on needs analysis. This will impact planning changes when in the field. Learning organizations based on material management, time management, and classroom management have not been maximally arranged. The results of monitoring and supervision have not been seen as controlling learning programs.

Triangulation results show the need to build a child-friendly learning model. This model is based on the arrangement and management of material, time, and class through vocational clinics arranged in the form of planning, organizing, actuating, and controlling. The essence of the model lies in mapping,

structuring, planning and organizing material, time and class. The model can be seen in Figure 1.

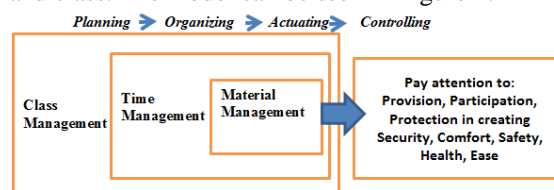


Figure 1: Child friendly learning management model.

Model validation is carried out as a form of scientific responsibility for experts and practitioners of education management experts, and basic education experts. Whereas practitioners are carried out at Teacher Work Group (KKG) in schools that are not subject to research. Validation results obtained by the percentage of 80% and 84% indicate the model is feasible to use because of the specified achievement indicator. While the results of the assessment of the KKG administrators who were also elementary school teachers were 85%, 90% and 86%. This shows that the model can be implemented because > of the achievement indicators specified.

The child-friendly learning management model is applied to improve students' independence and interpersonal skills. Further Table 2 shows the views of experts and practitioners on the achievement of the model in shaping students' independence and interpersonal skills.

Table 2: Learning model to enhance self-independence and interpersonal skill.

No	Indicator	Percentage (%)
1	<b>Self-Independence</b>	
	Having strong willingness and determination to learn	70
	Having an ability to serve themselves	80
2	Having self-confidence in finishing tasks with responsibility	75
	<b>Interpersonal Skill</b>	
	Giving positive response and focus to the topic of communication	75
	Having courage to deliver opinions	85
	Having good interaction skills	80

According to Loughran Berry & Mulhall (2006) that PCK (pedagogic content knowledge) is an academic idea that presents ideas that are rooted in the belief that teaching requires more than just

providing subject matter knowledge to students and learning not just absorbing information but more than its application. Learning packaging is not the same single form for all teachers who teach the same subject area, but special expertise with individual features and influenced by the context / atmosphere of teaching, content and experience. So that it can be the same for some teachers and different for other teachers, but at least it is a meeting point for teacher professional knowledge and teacher expertise. The quality of packaging material in learning is still low. This affects the success of students. Teachers who are weak in knowledge of pedagogical content will cause difficulties for students to be able to understand the subject matter delivered.

The role of the structure of science in the knowledge of pedagogical content according to Schulman (1987) consists of aspects of content, substantive aspects, and synthetic aspects. Content aspects include subject matter content. The substantive aspect consists of theoretical concepts as a reference to the process or identity that is a key idea, a logical structure that connects the theoretical concepts in equations or statements, operational definitions that are referred to from theoretical concepts with observations, and theoretical models which are mental images, analogies, or mathematical relationship visualized. Synthetic aspects are needed to facilitate the operationalization of the definition of intellectual skills according to cognitive actions applied to the subject matter. Intellectual skills are needed in realizing specific functions when structuring knowledge.

## 5 CONCLUSIONS

The model of child-friendly learning is feasible and can be implemented to form the independence and interpersonal skills of low-grade students. Feasibility and feasibility is evidenced by the average value greater than the achievement indicators specified. Further research hypotheses are set to test the widespread use of models in the class. The alternative hypothesis set is an effective child-friendly learning model to shape the independence and interpersonal skills of low-grade students. Other findings of the study can be implemented in special classroom learning management or marginalized groups of children.

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