CHILD-FRIENDLY SCHOOL IN THE HUMANISTIC LEARNING THEORY FROM THE PERSPECTIVES OF ISLAMIC EDUCATIONAL PSYCHOLOGY

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ABSTRACT
The number of acts of violence that occur in the school environment causes a lack of public trust in the world of education. The school environment, which was originally a safe and comfortable place to study for students, has now become a scary and unsafe place for children. Because of these problems, schools must be a safe and comfortable place for children so that the potential contained in children can be developed. Child-friendly schools are one of the models or educational programs that can be applied in a school environment that can provide security and comfort for students in carrying out the learning process. This study aims to describe and analyze child-friendly schools in humanistic learning theory from the perspective of Islamic education psychology. This study uses a qualitative method with a library research approach. The result of this study is that there is a relationship between child-friendly schools and humanistic learning theory in Islamic educational psychology. This is based on the results of the similarity between the concept of a child-friendly school and the humanistic learning theory that focuses on developing the potential contained in students and student-centered learning processes. These two concepts both focus on humanizing humans by using learning methods, methods, and strategies, as well as child-friendly learning models so that they can develop the potential that exists in students.

Key Words: Child-friendly school, humanistic learning theory, Islamic educational psychology.

1. INTRODUCTION

Education has a huge impact on the development of human resources. This can be performed by the manifestation of the developed country that cannot be separated from the quality of the human resources in a nation, in short, the quality of the citizens in the developed country also cannot be separated from the quality of education obtained by its citizens. Therefore, education is tremendously essential for a nation and a state in particular (Amrullah & Hikmah, 2019). However, education in this era is still far from providing security and comfort for students. This is due to many acts of violence experienced by students in the school environment (Azalia, 2020).

Data obtained from SIMFONI-PPA shows that the number of cases of violence against children and women in 2022 is about 7,190 cases, with cases of violence occurring in the school environment totaling 258 cases with the number of victims being 325 children, most of the violence that students experience is physical, psychological, and sexual abuse, exploitation, trafficking, neglecting, and others. On average, students who experience sexual abuse are in elementary to junior high school (SIMFONI-PPA, 2022). Based on these data, it can be seen that cases of violence against children need more concern in the educational environment. The number of

violent cases that occurred in the school shows that the current school environment, which supposedly has become a safe and comfortable place for students, is scary for students to learn.

This condition requires an educational model and program that can provide safety and comfort for students. A comfortable and safe school creates an enjoyable learning process, while that condition will make the learning process easier so that the learning delivered will be easily accepted by students.

Learning is one of the ways to achieve educational purposive. From this learning, the teacher does not only provide a transfer of knowledge but also provides a transfer of value. An educator must have the main goal of helping students to develop themselves. It means providing help to students to know more about themselves, as a result, they can see their potential in themselves (Hair & Atnawi, 2022).

Yet, education still makes teachers the center of the learning process, while students are the objects of the learning. As if students know nothing and are considered as empty white paper which knows nothing. As a result, students are still burdened with various materials that are needed to be memorized and tasks that students must assign. Whereas this case leads students to be less creative and less exploration. Furthermore, learning that liberates students in creativity and explores their various experiences is needed. The learning method and model used by teachers in the learning process, in addition, do not activate students in exploring and recognizing the student's potential and actualizing themselves with creativity and exploration.

Creating liberated learning for students requires school-friendly toward students. A child-friendly education is a *conducive learning creation,* whereby students are expected to learn effectively with some conditions that can provide safety and comfort and high enthusiasm for learning (Baharun et al., 2021). In this case, teachers are particularly responsible for creating a child-friendly school environment, where the school can be a safe place for them to study, play, and socialize with peers without feeling scared or uneasy expressing themselves. A child-friendly school is highly important considering that for about eight hours a day students are occupied at school (Yosada & Kurniati, 2019).

Syahrial Labaso & Ratna Hestiana's paper journal entitled "The development of Humanistic learning theory according to Jurgen Habermas and its relevance to Islamic learning" explained that humanistic learning could be carried out in three phases, consisting of technical learning, practical learning, and emancipator learning. In addition, it is also according to the method and approach suitable with humanistic learning theory, namely the method of *Humanizing the classroom. Active learning, Quantum learning,* dan *The accelerated learning* (Labaso & Hestiana, 2021).

Also, the research by Encep Sudirjo entitled "innovative learning model based on the concept of child-friendly school" explained that the innovative learning model in a child-friendly school is learning concerning the rights of children in the learning process. The rights contain student-centered learning, the use of teaching materials, innovative learning method and model, and a learning process paid attention to the potential that students have as well as students are involved in the variety of activities that can develop their abilities (learning by doing) (Sudirjo, 2010).

A similar case is also revealed by Abd. Azis, with his research entitled "Humanism in Islamic education: the conception of child-friendly education," explains the concept of child-friendly seeks to create fun learning and make students feel at home and comfortable at school. It can be seen by teachers' traits that they are friendly to students, the learning process is effective, class management is also effective, the learning environment is conducive, and students are motivated to study. In the internalization of Islamic values, teachers instill the form of the patient and can be an example for students, use the various method, create enjoyable class management, and is supported by a conducive learning environment (Azis, 2017).

According to prior studies mentioned above, it is still not explained in detail related to the child-friendly learning process, which the learning process occurred can activate a child's potential. A child-friendly education is intended for this research in that schools can use and apply models, methods, media, materials, and strategies for learning that can provide space for students to actualize themselves and explore their potential. A child-friendly school is required to help students to explore their potential or in the humanistic learning theory, it is known as humanizing a human.

A child-friendly school requires students to have a safe and comfortable place to study emotionally and psychologically. A child-friendly school is a place providing service to comprehend and provide rights for students to get an education and learn, express their opinions freely, avoid bullying/violence, and discrimination, and express themselves in many activities at school. A child-friendly school referred to here provides a safe and comfortable place for students (Baharun et al., 2021).

Based on the matters released in the previous discussion, those motivated researchers to conduct a research entitled "a child-friendly school in the perspective of humanistic learning theory." This research aims to analyze and describe a child-friendly school in the humanistic learning theory from the perspective of Islamic educational psychology.

2. METHOD

This research is a qualitative design with the research approach of a literature study. A literature study is the research method that is contained data collection from data or scientific articles related to the research problems. Books, scientific publications, documents, internet sources, and other research materials are used as resources for this study (Dzakiyyah, 2017). A literature review is a mandatory activity in research, a literature review is particularly found in the scientific study that attempts to develop theoretical aspects or provide efficient benefit. In this study, data was collected through data analysis and the review of research data. Meanwhile, information was assembled by evaluating and reviewing journals, books, articles, and papers related to child-friendly schools, which is related to humanistic learning theory from the perspective of Islamic educational psychology (Sukardi, 2013).

The stages for this research are conducted by gathering library resources, either primer or seconder. This study classifies data based on the research formula (research statement). The further stage is carried out data processing or reference quotation to be displayed as findings, is abstracted to get full information, and is interpreted until generating the knowledge to withdraw a conclusion (Darmalaksana, 2020).

3. DISCUSSION

A Child-friendly School

A child-friendly school (known as *Pendidikan Ramah Anak* in Indonesian) is to create a conducive learning community so that students are expected, in this case, to learn quietly, effectively, comfortably, and safely from the disturbances that disrupt conduciveness of the educational process at school. Additionally, a child-friendly school must guarantee the child's independence to develop the potential, with no intimidation, violence, or threats from other parties (Amrullah & Hikmah, 2019). Virtue means having a positive impact on the growth and development of students. Comfort means both students and teachers feel at home, enthusiastic, happy, and other positive emotions. Schools ideally facilitate students with complete facilities and infrastructure. A child-friendly school is a place that protects children's rights and provides them the opportunities to become successful learners in academics, social relationships, and careers, and their potential to develop optimally as well (Afnibar, 2017).

A child-friendly school has been regulated in the laws, in the article 1 paragraph 2 of the constitution no. 23 of 2002 about child protection "child protection is the actions to guarantee and protect children and their right to be able to live, grow, develop and participate to values and human dignity, and being protected from the violence and discrimination" (Afnibar, 2017).

A child-friendly school is not only an abstract concept or merely a methodology. The concept of a child-friendly school is that an educational principal admits that education is central to children and a part of human rights (Ambarsari & Harun, 2018). A child-friendly school in principle is an important thing that must be created all the time. The concept of the child-friendly school was created based on principles for the realization of children's rights to quality education (UNICEF, 2005). It is emphasized that creating a school is appropriately essential to conduct (Wuryandani et al., 20018).

The purpose of the issued program policy for child-friendly school is to fulfill, guarantee, and protects them through this program, also ensure that education is to develop student's interests, talents, and abilities and being mature to grow and develop their potential more optimally and far away from the fear and violence. A state is obliged to fulfill children's rights towards their life continuity, growth, and development (Fahmi, 2021).

The characteristics of the child-friendly school proposed by Adman are as follows:

a. Attitudes towards students
   1. Fair treatment for male and female students, intelligent and weak, rich and poor, healthy and disabled, children of officials, or children of workers.
   2. Application of local religious, social, and cultural norms
   3. Loving students and paying attention to them
   4. Mutual respect for the rights of children among students and between education staff and students (Damanik & Pakpahan, 2017).
b. Learning method
   1. The learning process occurs in such a way that students feel happy to follow the lesson, have no fear, anxiety, or misgivings, are active and creative and do not feel inferior to competing with other friends.
   2. The learning process occurs effectively, resulting from applying the variation and innovative learning methods.

3. The teaching and learning processes are supported by teaching media, like textbooks, and learning props, to help students absorb.
4. The teacher as a facilitator applies a cooperative, interactive teaching and learning process individually and in groups.
5. A participatory learning process occurs. Students are more active, and the teacher as facilitator encourages and facilitates students to find their way to answer a problem.
6. Students are involved in various activities to develop their abilities (Learning by doing, practice, etc.) (Sudirjo, 2010).

The principles of a child-friendly school are as follows:

1. No discrimination means that every child can get the right without any discrimination
2. The best interest of children means that the entire policy or decision that has been made is truly the best for children's education.
3. Live, survival, and development. It means that the school environment concerns with the child's dignity and guarantees to child's development
4. Respecting to child's viewpoint. It means that respecting child's insight affects their development
5. Good management. It means there is a guarantee of openness, accountability, participation, and the rule of law in schools (Dewi et al., 2021).

Humanistic Learning Theory

Humanistic education is an educational model oriented to and regards humans as humans (humanization), God's creatures with their nature; moreover, humans as an organism must be able to continue, maintain, and develop their living. For this rationale, education is in the position that can build the process of humanization, which can be defined as respecting human rights, such as the right to act and be treated fairly, the right to speak the truth, the right to love and others (Hidayat, 2020).

The education in the humanism perspective is comprehensively interpreted as the effort of the humans to grow and develop their potential they have, both physical and psychological, according to life values and evolve in the society and its culture (Noor Amirudin, 2017). This shows that the educational process which has been carried out is directed to humans, as the main center of education (central of education), all things related to the educational mechanism, including the learning process, must be executed to a framework for optimizing human potential. The humanism learning theory was born according to these facts, learning theory-oriented is to fulfillment and the development of student's talents and interests through the learning process. In the humanistic theory, the focus of teaching lies in character-building, which aims to optimally achieve self-actualization, self-understanding, and self-realization for students (Labaso' & Hestiana, 2021).
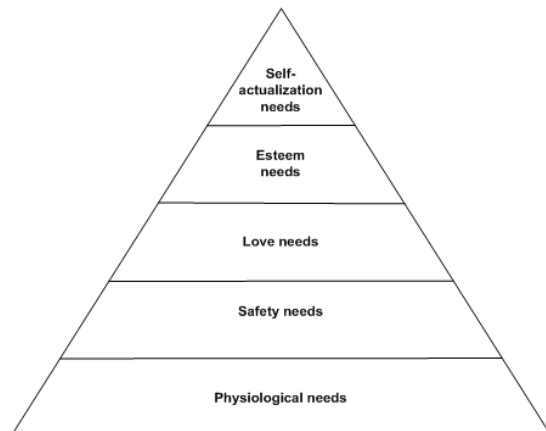
Figure 1. the Theory of Maslow's Hierarchy of Needs (Anonim, 2012)

According to the hierarchy of needs theory, humans are driven to fulfill their needs. These needs have levels from the most basic to the highest level. The psychological theory stated that the greater the need, the more the individual is genuinely engaged in something (Armedyatama, 2021). According to humanistic theory, the purpose of learning is to humanize the human (Perni, 2019). The learning process is considered successful if students understand their community and themselves. In the learning process, students must gradually attempt to achieve self-actualization well. In the learning theory, the learning process must relate to humans. Though this process is highly concerned with content and the process of learning, it tends to education and the learning process in the most ideal form.

Humanistic psychology concerns the teacher as a facilitator (Sulaiman & S, 2021). There are various ways to facilitate learning and various qualities of being a facilitator. A facilitator is supposed to pay attention to creating the initial situation, group condition, or class experience. A facilitator helps to obtain clear individual objectives in class and the group's goals in general (Anwar, 2020).

The teacher believes in the students' desire to carry out meaningful goals for themselves as driving encouragement hidden in that meaningful learning. Trying to respond appropriately to the expressions in the class group, both individually and in groups, both intellectual and emotional. When the class atmosphere is stable, the facilitator can gradually take on the role of a participating student or as a group member, and share his views as an individual, like other students (Nurjan, 2016).

The principles of the learning activities in the humanistic approach are as follows: centered on students, growing students' creativity, creating challenging and fun learning, developing plenty of various value-laden abilities, providing a variety of the learning experiences, and carrying out learning by doing (Hidayat, 2020).

The Child-friendly Learning in the Humanistic Learning Theory

The National Education System emphasizes that national education functions develop capabilities and form a dignified nation's civilization to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and fear

God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kholis, 2014).

In the National Education System Law, it has been stated that the function and purpose of education are to develop students' potential. Therefore, education that humanizes humans in a school environment already has a legal basis. Thus, this is in line with a child-friendly school and the humanistic learning theory.

Teaching and learning in Islamic teaching are to substitute behavior, educate the soul, and foster human personality. This portrayal is somehow practiced by the Prophet Muhammad SAW. to keep the behavior in line and spread Islamic teachings among humankind. The learning principles in child-friendly schools are in line with humanistic learning theory and also relevant to Islamic teachings, namely providing motivation, giving rewards, repeating, and actively participating in practice and concern (Nurjan, 2016).

The learning-based in a child-friendly school relevant to humanistic theory is appropriate to be applied. The success of applying this theory is that students feel encouraged and initiated to learn, and substitution mindset, behavior, and attitude under student's willingness. Students are expected to become human beings who are liberated, brave, not bound by the other opinions, and responsible for managing their personalities without compromising the other rights or violating applicable rules, norms, discipline, or ethics.

Furthermore, the purpose of learning is to humanize a human (Ilham, 2019). The learning process is successful if students comprehensively understand their community and themselves. In their learning process, students must gradually try to achieve the best self-actualization. Moreover, the main goal of the educators is to help students to grow their potential, help them to know themselves as unique people, and also help them to manifest their potential (Sulaiman & S, 2021).

According to Huxley, Humans have plenty of potential that has been hidden and being wasted (Dinata, 2021). Education is expected to be able to help people to develop their potential. Furthermore, the curriculum in the educational process has to be oriented to the development of the individual potential, involving many other parties, such as teachers, students, observers, researchers, and education stakeholders (Putri, 2018). Signs regarding the potential students are according to the word of Allah SWT. Quoted in Al-Qur'an in the Surah Al-Isra' [17]: 84, *"Say (Muhammad), "Each works according to his manner, but your Lord is most knowing of who is best guided in the way"* (Sholichah, 2018).

From those previous descriptions, the researcher concludes that a child-friendly school and the humanistic learning theory have similarities, such as the following to grow and develop students' potential, motivate and fulfill the rights of the students. The following discussion describes things that must be concerned about the program of the child-friendly school in the learning process based on Islamic educational psychology.

1.Child Learning Styles

According to Reid, children have learning styles (Mustaffa, 2007). Some of them learn best through listening to their teacher, reading, and taking notes (auditory learner), some others learn through visual things (visual learner), and others learn from the body movement (playing the game, sport) or musical activities (kinesthetic learning style). Several children are likely to solve the problem individually (field-independence). In contrast, others are likely to interact with others to

find the solution (according to the students' field). Teachers must observe and find ways that children prefer to learn in class to help all of the children learn at their best.

In addition, Gardner suggests that children also have a personal intelligence profile contributing to their learning style (Syarifah, 2019). Teachers may use multiple pathways to help them understand and remember. Due to this reason, teachers need to use different learning methods and strategies that include a combination of them. Gardner mentions several tracks that may be used by students for learning, as follows:

a. Verbal or linguistic. Children think and learn through writing and speaking words, memorizing, and depending on memory.
b. Children with logical or mathematical abilities think and learn through reasoning and calculation. They can efficiently operate numbers, recognize abstract patterns, and take precise measurements.
c. Children with visual or spatial abilities love art, such as drawing, painting, or sculpting. They can read maps, charts, and diagrams easily.
d. The body or kinesthetic children learn through body movement, play, and drama.
e. Touching or Tactile sense. Children with hearing and vision problems can learn better through touch.
f. Musical or rhythmic children learn best through sound, rhyme, rhythm, and repetition.
g. Interpersonal children learn quickly in groups through cooperative work. They enjoy group activities, quickly understand the social situation, and easily build relationships.
h. Intra-personal children learn best through personal concentration and self-reflection. They enjoy working individually, are aware of their feelings, and know their feelings, strengths, and weaknesses (Fauziati, n.d.).

2.Learning Methods
The finding shows that children learn in different ways due to factors of hereditary, experiences, environment, or personal traits. Therefore, teachers need to use various teaching methods and classroom activities to meet the different learning needs of children in the classroom. Every child has a different way or style of learning, so with a different learning style, the teacher must be able to use the learning method that fulfills the student's learning style and development. Under these circumstances, teachers must be able to create child-friendly learning using these various methods.

Weinstein & Meyer state that there are four things in learning: how students learn, memorize, think and motivate themselves. Effective learning should be meaningfully applied in any study. Learning is inadequately listening and seeing to be meaningful, but it must be combined with activities (reading, questioning, answering, commenting, working, communicating, presenting, and discussing) (Sudirjo, 2010).

In the child-friendly school and humanistic learning theory, students are seen as a subject that freely decides their life. Students are directed to be fully responsible for their and other lives. Several approaches that are feasible to use in this method are dialogical, reflective, and expressive approaches. The dialogic approach asks the student to think critically and creatively. Teachers act as a teacher that provides materials needed by students all over but also as facilitators and partners for dialogue (Qodir, 2017).

The methods that can be used by teachers in child-friendly learning and can develop the potential possessed by students are to use the following methods such as open education, cooperative learning (like *Team Game Tournament, Student Team Achievement Divisions, Jigsaw, Group Investigation*), student-centered learning (like collaborative learning, competitive learning, case-based learning, *Confluent Education*.

By applying the methods, it will be able to stimulate students to learn safely, comfortably, actively, and with fun. Furthermore, students can evolve their potential existed in them. Implementing a child-friendly school and humanistic theory in the learning activities requires the teacher to guide the student to think inductively, prioritize practice and emphasize the importance of student participation in learning. This can be applied with a discussion in which students can express thoughts in front of their peers. The teacher invites them to ask about the lesson they do not understand yet. According to the humanistic view, the learning process contains personality development, spirituality, and behavior development, which can also be seen in the community. The proof of the success in implementing these is that students feel comfortable and encouraged in the learning process and also is seen positive changes in thinking, behavior, and self-management (Sumantri & Ahmad, 2019).

3.Learning Models
The early stages relevant to implementing a child-friendly school throughout the learning process and in-class learning are by applying a learning model suitable for child development. The appropriate learning model is the teacher-friendly and child-friendly learning model, which this model is more democratic. Teachers can distinguish and classify students' character before determining the steps toward students. Firstly, the learning model is in excellent condition, exists between teachers and students, and the problems involving students solve with the presence of mind. Secondly, give more good prejudice to students, which means that the whole behavior of the students is considered to have a good purpose, but sometimes they meet the wrong steps so that teachers bring them back with the subtle approach. Thirdly, teachers realize students' potential is good and needs development. Fourthly, in the Child Friendly learning approach, the teacher emerges with a motivational approach, not coercion of the teacher's will. Fifthly, educating children with love. This is a suitable method to educate students at this time. Violence is not the best way to educate children, whatever the reason. Because violence only causes fear resulting in learning outcomes that will not be optimal. Rudeness and punishment are not expected to carry out, although parents and teachers consider it for students' good (Yosada & Kurniati, 2019).

The child-friendly learning models in the view of humanistic learning theory are as follows:

a. *Humanizing the classroom.* This education model is based on three things: self-awareness as a growth process that will continue to change, recognizing self-concept and identity, and integrating the awareness of the heart and mind.
b. Active learning. Explain that learning requires mental involvement and action at the same time. When learning activities are active, students do most of the learning work. Students study ideas, solve problems and apply what they learn.
c. *Quantum learning.* It is a way of transforming the various interactions, relationships, and inspirations that exist in and around learning moments. In practice, quantum learning assumes that if students can use their rational and emotional potential well, they can make unexpected leaps of achievement, resulting in a good performance. One

of the basic concepts of this method is that learning should be fun and take place in a happy atmosphere so that the bridge in the brain will be able to absorb new information and be adequately recorded.

d. *Accelerated learning*. It is a learning that runs fast, is enjoyable, and is satisfying. With this model, teachers are expected to be able to manage the classroom using *Somatic, Auditory, Visual*, *and Intellectual* (SAVI) approaches. A somatic approach is meant to learn by moving and doing. An auditory approach is learning by talking and hearing (learning by talking and listening). A visual approach means learning by observing and picturing (learning by observing and describing). An intellectual means learning by problem-solving and reflecting (learning by problem-solving and reflecting) (Labaso' & Hestiana, 2021).

4.CONCLUSION

Based on the above-mentioned explanation, it can be concluded that a child-friendly school is a place to give protection, safe, and comfort to students from violence and discrimination, bullying, and the entire actions damaging physical and psychological children. Child-friendly schools in humanistic learning theory provide freedom for children to explore and develop the potential contained in students so that learning objectives can be achieved. Child-friendly schools and humanistic learning theory in Islamic educational psychology relate. The concept of a child-friendly school is in line with humanistic learning theory, by which the learning process prioritizes safety and comfort for students; furthermore, evolving a student's potential in the humanistic learning theory is called humanizing a human. The learning process of child-friendly schools in humanistic learning theory seen from the perspective of Islamic education psychology concerns methods, strategies, learning models, and student learning styles, also the potential that students have. Therefore, a child-friendly learning process can be accomplished in the learning process.

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