

Students' Perceptions On Fun School

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Abstract. Elementary School is a fun place for child, for that it is necessary to create a conducive atmosphere so that children feel comfortable and can develop their potential. This study aims to describe students' perceptions of a fun school in the Muhammadiyah Elementary School, Special Program for Kottabarat Surakarta. The research method used is qualitative by conducting interviews and observations on students in grades 3, 4, and 5. The results of the study found that students looked very happy both inside and outside the classroom, they enjoyed every activity carried out without feeling lazy or burdened. They look happy when they learn with various learning activities and other activities outside the classroom. They also seem very close to the teacher, so that the teacher being a second parent to the student really happens. This indicates that the Surakarta Special Program Muhammadiyah Elementary School is able to create a fun school. If it is based on students' perceptions, they argue that a fun school is a school that has good facilities, pleasant teachers, lessons can be accepted easily, and friendly with nature.

Keywords: *Perception, Students, Fun School*

INTRODUCTION

In principle, every student has the right to have the opportunity to achieve satisfactory academic achievement (1). Indonesian education today in particular, is no longer a pleasant place for students. Family, affection, freedom of self-expression of students, little by little began to disappear from an educational institution known as school. In order for education to run smoothly, a supportive and comfortable place is needed, namely the school (2). However, for some time there have been ideas to reconstruct education in this country. The former Minister of Education and Culture, Anies Baswedan, stated that he was thinking about organizing a fun school movement. So students feel happy to be at school, not only when the bell breaks or when they go home they are happy (3).

The fun school movement has not only become a discourse, but the government has tried to form the movement and implement it. It is proven that a fun school web has been formed that posts training activities, workshops and research or direct application. Muhammad Nur Rizal is the initiator of the Fun School Movement and was recently invited to the Australian Embassy in Jakarta to explain his movement, and exchange ideas with education activists and observers.

This fun school movement is a combination of several concepts including child-friendly schools. The concept of a child-friendly school has begun to be applied by several schools in the Solo city area, one of which is the Surakarta

Special Program Muhammadiyah Elementary School. As stated by Bodil Rasmusson, Mentor of the Children Rights Convention (CRC) of the United Nation and Lund University Sweden, during a visit to the school, stated that the West City Special Program Muhammadiyah Elementary School (PK) was considered to have implemented child friendly education (Child Friendly School). CFS) (4).

The West Kotta Special Program Muhammadiyah Elementary School applies the concept of a child-friendly school that aims to make children learn in a pleasant atmosphere without being burdened, to make school a second home for students, to achieve maximum educational goals, and so on. These are the things that combine to create a fun school. The effects of a fun school are not only felt by students, but also teachers, principals, and parents. Elementary School is a fun place for children, for that need it is necessary to create a conducive atmosphere so that children feel comfortable and can develop their potential (5).

The roots of the fun school concept found in the Surakarta Special Program Muhammadiyah Elementary School gives the writer to find out how students perceive a fun school. Because knowing the perceptions of students can affect the running of a fun school, so that all parties involved in the world of education can find out that what kind of fun school is expected by students and becomes an input for schools to be even better in implementing the concept of a fun school.

RESEARCH METHODS

This research is a qualitative research with a naturalistic phenomenological approach. The phenomenological approach seeks to understand human behavior in terms of the framework of thinking and acting of the people themselves (6).

This study will observe students' perceptions of a fun school at SD Muhammadiyah Surakarta Special Program. This type of qualitative research was chosen to obtain data that is more complete, more in-depth, and meaningful, so that the objectives of this research can be achieved.

The subjects in this study were grade 3, 4, and 5 students who were taken randomly. The data in this study were validated using triangulation. Triangulation is a data validity technique that utilizes something else (6). While the triangulation technique used is the source and technique triangulation technique. Source triangulation means, to get data from different sources with the same technique (7). In addition, the technique used to collect data uses several techniques, namely: interviews, observation and documentation. So, in this activity, the researcher conducted interviews with several students of SD Muhammadiyah PK Surakarta to explore and find out the credibility of the data that had been obtained.

RESULTS AND DISCUSSION

Based on the interviews and observations that have been made, students look very happy both inside and outside the classroom, they enjoy every activity carried out without feeling lazy or burdened. They look happy when they learn with various learning activities and other activities outside the classroom. With extracurricular, namely learning outside the classroom, it can increase student creativity and students are happier in participating in activities (8). Fun learning by providing audio visuals can improve student learning outcomes (9). They also seem very close to the teacher, so that the teacher being a second parent to the student really happens. This indicates that the Surakarta Special Program Muhammadiyah Elementary School is able to create a fun school. If it is based on students' perceptions, they argue that a fun school is a school that has good facilities, pleasant teachers, lessons can be accepted easily, and friendly with nature. This thing in accordance with study (10) that a fun school for students is to create a conducive atmosphere in teaching and learning process.

A fun school must have a series of activities that are challenging and certainly fun. From the results of interviews and observations, all students said that the activities at SD Muhammadiyah Surakarta Special Program were very challenging. For example, there are many games during learning, inter-class competitions such as "Ranking Satu Pintar Ga Tuh", *outing classes* and so on.

Students also know about what extracurriculars are available at their school. This school provides guidance on talent development according to students' interests. Especially for the first grade, they are still given the same type of

extracurricular, one class to adapt and assess themselves. Many of the students often take part in competitions and get championships.

Through activities at school students feel a lot of experience as a provision to move to the next phase of life. Students feel every experience they get and enjoy it. Besides these activities, there are other activities, namely *leadership* or leadership activities. These activities are also important activities to train their leadership spirit. HW (*Hisbul Wathan*) camp activities are held every semester as a forum for training leadership. However, for daily activities students are also trained in the form of class organization. Each class has a class organization which is carried out under the guidance of the teacher. With this class organization students are trained to be responsible for something and in making decisions.

Teachers and students do not have barriers that make students have to submit to teachers and teachers arbitrarily give orders to students. However, the teacher-student relationship is like a parent and child who can help in solving the problems they face. This attention and motivation given by the teacher can be in the form of advice, repetition of lessons and moral messages. A fun school by creating a pleasant learning atmosphere by creating a comfortable atmosphere for children, especially the teacher-to-student approach (11–13).

Many challenging activities were held at SD Muhammadiyah this special program. Challenging activities arouse students' interest and attract them to be actively involved. Challenging activities are indeed an indicator of a fun school. Challenging activities are not only carried out during learning, but also carried out in activities such as extracurricular, *outing class*, and PPL. The benefits of these activities are felt by students, they don't just study indoors but can learn with nature. Many lessons can't be obtained in the classroom. Activity *outing class* and PPL at school this involve committee school for succeed its activities. This is in accordance with research (12,14) state that movement school pleasant need involvement of all parties, especially parents and the community.

Looking from the student's perception of a fun school, there is only a slight difference in students' perceptions of how fun school is. Every student has their own opinion about a fun school, but in essence a fun school according to them is a safe, healthy school, there are lots of friends, teachers and fun lessons. To create a positive perception of the school it is necessary to create a pleasant school climate among others, by changing the mindset of teachers and parents of students towards humanizing education, create relationships and interpersonal relationships with love and affection, resolve conflicts as soon as possible so as not to interfere with work comfort, harmonize the work environment by creating a positive environment both physical and non-physical (15).

The difference in perception is a natural thing, because perception is a subjective view. The process of perception cannot just take place, perception goes through a process of cognition which is also influenced by many factors. Therefore, someone's perception of something is not necessarily the same as someone else's perception of something similar to him.

CONCLUSION

Based on the results of the research, the researchers concluded that students' perceptions of schools in general all stated that the Surakarta Special Program Muhammadiyah Elementary School was a fun school. They all enjoy studying at the school. Students feel comfortable learning and also playing with their friends. The lessons are easy to accept and the teacher's fun way of delivering them makes students feel at home studying at school

An indicator of a fun school according to students is school that is safe, healthy, there are many friends, teachers and fun lessons. The difference in perceptions of the school indicators that are pleasing to students is only on which emphasis is prioritized. However, they agree that fun school indicators as mentioned above.

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