
The Application of Global Education in Child-Friendly School: Descriptive Study in Primary School in Sumedang

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Abstract

Integration of global education in schools is considered insignificant by teachers, whereas in the face of the era of globalization, education is very important given to elementary school students, so with this consideration this research is carried out. The method used in this study is a descriptive method of the International Green School Primary School in Sumedang which implements child-friendly school education. This study aims to find out how schools apply global education to subjects in the classroom. The technique of data collection is done through semi-structured interviews, observation and documentation. This study was analyzed using a grounding approach. The findings of this study highlight the implementation of global education in child-friendly schools at the Green School Elementary School. Based on these findings, Elementary School teachers found learning patterns in the implementation of global education in Primary Schools. The results obtained are: 1) increasing student understanding of international and intercultural issues and, 2) increasing student understanding of strategies to participate locally, nationally, and internationally.

Keywords: *Global education, child-friendly school, primary school*

1. INTRODUCTION

At present there is no nation that is static and homogeneous. Every nation develops because of interactions with other nations. Thus the system of cultural values and other values will influence each other. The global perspective starts from everyday life

problems, for example, among others the problems of hunger, unemployment, pesticides and refugees. All of this has a big impact on global problems. We realize that science cannot be limited to local problems and global problems. We live in an information society, where communication technology can reach and

access globally. Therefore, the problem will quickly impact globally. Responding to the above problems, then a global perspective of education is needed early on, especially in basic age.

Global perspective education is one of the ideas of educational reform that has evolved over the last few decades in line with the increasingly globalized development of human life (Goren & Yemini, 2017; MacKenzie, Enslin, & Hedge, 2016). This global education development needs to be considered for the application of educational practice (Blömeke, 2006). Tye and Tye (1992) stated that global education learns about global issues that cross the boundaries of a country and about the interconnectedness of ecological, cultural, economic, political and technological systems.

Global education involves perspective taking, seeing things from the eyes and minds of others, and that means that while individuals and groups can view life differently, they also have the same needs and desires (Blömeke, 2006; MacKenzie, Enslin, & Hedge, 2016). This definition of the global education supports the reason for the necessity of integrating it into the school curriculum [Blömeke, 2006; Goren, & Yemini, 2017, MacKenzie, Enslin, & Hedge, 2016]. Life's problems are no longer confined within national borders, the increase of interdependence, and the need to recognize that everyone has more of the same things than their differences, it

requires integration (Prout & Hill, 2012). In line with that Anderson Anderson, (1982) explained that global education as an education for the engagement and effective participation of responsible citizens in a global society.

Research related to global perspectives has been carried out, among others by: 1) Srie Mulyani (2008) who discusses how to equip teachers with insight and deep knowledge about the concept of global perspectives and learning, 2) Miftahudin (2016) which discusses the importance of IPS revitalization in a global perspective, 3) Zulfa et al. (2016) which discusses the relationship of environmental issues with a global perspective, 4) Alfian (2016) who discusses how global education is viewed from a global perspective.

Based on the explanation above, global perspective is very important in the management of education, L. Tucker in Sriartha et al. (2004) stated that the global perspective is an education directed to the development of a global insight that prepares students of the younger generation to be humane, rational, as citizens who are able to participate in the increasingly interdependent life of the world.

The importance of the application of global education in schools encourages one of the primary schools in Sumedang west Java, Indonesia called International Green School to apply global education through child-friendly schools. Child-friendly School is a school that

consciously seeks to guarantee and fulfill the rights of children in every aspect of life in a planned and responsible way. As in UU No.23 of 2002 clause 4 on child protection, stated that children have the right to live, develop, and participate fairly according to the dignity of humanity, and to get protection from violence and discrimination. In addition, Child-friendly Schools involve children directly to participate in all activities, social life, and encourage the growth and welfare of children.

Based on the above description, this article descriptively describes how the application of Global Education through Child-friendly Schools in International Green School in Sumedang, West Java Indonesia.

2. METHOD

This article adopts descriptive research. The descriptive method was chosen because it allows researchers to describe and interpret in great detail of the application of global education through child-friendly schools in primary school (Whitney, 1960).

Respondents in this study consisted of one principal, three primary school teachers and two elementary students in International Green School Sumedang, West Java Indonesia. To protect respondents' privacy, the names of principals, teachers and students are also not mentioned, so no information can be traced.

The data and information were collected using interviews that lasted around one to three hours and three days observation. The obtained data were transcribed and translated. Then the next step was the process of data analysis using ground constructivist theory, the first step was to do the coding, this process took place in two main stages: encoding and accidental coding (Charmaz, 2006). In data analysis, the first step was encoding the results of interview transcripts and observations, then compare each code and combine the same code. The next step was to do the identification.

The reason for choosing the Green School International school as the location of research is that this school is an international standard school that has three learning curricula, namely the local curriculum, national curriculum and international curriculum wherein this curriculum contains about global perspective education. So that the school is effective as a research location.

3. RESULTS AND DISCUSSION

The discussion of the results from this descriptive study focused on student learning, especially on the curriculum applied in the school. The curriculum in this school is from three integrated curriculum, they are the local curriculum, national curriculum and international curriculum that is elaborated through integrated thematic and field of study.

The curriculum is applied through the course of daily activities.

The following describes integrated thematic activities and field of study:

1. Integrated thematic activities of Kasumedangan (based on Sumedang's local curriculum), National ESD (based on integration of national curriculum & ESD), Muint (based on international curriculum)
2. Field of study activities.
 - a. Indonesian, PAI (Islamic lesson), IPA (natural sciences), Mathematics, PKN (civic education), PJOK (PE/sports), and SBK (cultural arts and craft) (based on the national curriculum)
 - b. English Live, Drilling, and Arabic (based on the international curriculum)

The distribution of the thematic content and subclass activities are based on the characteristics of each subject which are adjusted for the weight of the subject. For example PJOK and PAI subjects cannot be integrated with other subjects, this is because both subjects should have their own practice. As for the subjects of Indonesian, PKN, IPA and

SBK require more time than the other subjects, so the subjects are contained in thematic integrated and subclass activities.

The competencies developed through thematic learning are: 1) understanding skills on international and intercultural issues and, 2) understanding skills regarding strategies to participate locally, nationally and internationally. Competencies developed through PJOK are competencies regarding mastery of material and practice of sports in preparation for competing in the realm of international sports. While the competencies developed through PAI are competencies regarding religion in order to prepare early on how religious values adhered to face the era of secular globalization.

Additional activities or extracurricular activities at International Green School consist of Scout, Cooking Class and Reading Time. The competencies achieved in this activity are students able to be independent in their daily activities.

The flow of daily activities can be seen in the picture below:

Tema: *sustainable cities and communities clean water and sanitation*
 Subtema: *Air Building Project*
 Kelas: *V*
 No. Absen: *15/01/2019*
 Date: *15/01/2019*

Alur Kegiatan Pembelajaran		PENGAWAS	Quality Control
- Materi: <i>Matematika</i>			
<i>13.30-13.35 Pembukaan, berdoa, apesepsi (kurir bertanya tentang sifat bangun datar yg dipelajari sebelumnya)</i>			
<i>13.35-13.50 Siswa melakukan percobaan dan membuktikan sifat sbb.</i>			
<i>14.35-14.40 penutup, doa</i>			
Metode Pembelajaran <input type="checkbox"/> Scientific <input checked="" type="checkbox"/> MindMapping		Media Pembelajaran <i>Dugadga (kertas pasir) penggaris</i>	
Pedoman Penilaian Prosedur: <input type="checkbox"/> Post Test <input checked="" type="checkbox"/> Process Test Bentuk Tes: <input type="checkbox"/> Objektif (tertulis) <input checked="" type="checkbox"/> subjektif (observasi) Jenis Tes: <input type="checkbox"/> Essay <input checked="" type="checkbox"/> observasi Alat Tes: <input type="checkbox"/> soal <input type="checkbox"/> Worksheet <input checked="" type="checkbox"/> Lembar Observasi		Character Controlling List 1. Punctual 2. Logic Thinking 3. Creative 4. Initiative 5. Honesty 6. Self-encouragement 7. Responsibility 8. Characteristic for Knowledge 9. Peace 10. Hospitality 11. Religiosity 12. Discipline 13. Appreciation 14. Hard Work 15. Balance 16. Respect 17. Health Life 18. Independence 19. Confidenceness 20. Entrepreneurship	
Tempat <input checked="" type="checkbox"/> Indoor <input type="checkbox"/> Outdoor <input type="checkbox"/> Mix <input type="checkbox"/> Outing			

The National Curriculum (Subclass)

Descriptions: Mathematics
 13.30 – 13.35 the opening, praying, apperception
 13.35 – 13.50 the teacher asks the previous lesson about geometry plane
 13.50 – 14.35 students are doing experiments and proving the formula
 14.35 – 14.40 Closure, praying

Activities based on the national curriculum
 The above activity flow is a self-contained activity in the field of mathematics study, it is not integrated with other subjects.

Sustainable Cities/Communities Clean Water and sanitation

Tema: *Water and sanitation* Kelas: *V*

Subtema: *Story telling and poem Creation* No. *Wednesday*
 Date: *21 Feb 2018*

Alur Kegiatan Pembelajaran - SCIENCE ALIVE -

11.50 - 11.55 *opening, praying. Teacher have a table*

11.55 - 11.45 *aku ada di mana and effects of water pollution?*

11.45 - 11.50 *The students divided into 2 groups*

11.50 - 12.00 *every group are making a table*

12.00 - 12.05 *conclusion, praying closing.*

Metode Pembelajaran: *Scientific*, *MindMapping*

Media Pembelajaran: *HC scan!*

Pedoman Penilaian: Post Test, Process Test

Bentuk Tes: Objektif (tertulis), subjektif (observasi)

Jenis Tes: Essay, observasi

Tempat: Indoor, Outdoor, Mix

Alur Tes: Soal, Worksheet, Lembar Observasi, Outing

The International Curriculum (Subclass)

Activities based on the International curriculum

The above activity flow is the design of stand-alone activities in the field of science studies, it is not integrated with other subjects.

The example of the International curriculum above contains issues regarding water pollution. Water pollution is not only a problem of one country, but is a problem for all countries in the world.

According to Hoopes (in Idharamadani: 2011) said that global education prepares students to understand and overcome the existence of global dependence and cultural

diversity which includes relationships, events, and forces that cannot be filled into national and cultural boundaries. Whereas according to Marryfield (in Idharamadani: 2011) the goals of global education are: 1) encourage students to learn more about material and problems related to global problems, 2) encourage teachers to study problems related to cross-cultural problems. 3) developing and understanding the meaning of global perspectives both in everyday life, and in the development of their profession. So referring to the theory the teacher at Green School International Elementary School designed the problems in learning as stated above.

Tema Sustainable cities and communities clean
Subtema City telling and poem creation

Kelas V No. Mendak Date 19/02/2019

Alur Kegiatan Pembelajaran - Kasumedangan -

1. Peserta didik mengamati gambar, membaca puisi, dan mendengarkan lagu tentang Kasumedangan.
 2. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 3. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 4. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 5. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 6. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 7. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 8. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 9. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 10. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 11. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 12. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 13. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 14. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 15. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 16. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 17. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 18. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 19. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".
 20. Peserta didik ditugaskan menyimpulkan arti judulnya yaitu "Cai Kuning".

Metode Pembelajaran Scientific MindMapping

Media Pembelajaran gambar

Pedoman Penilaian

Prosedur Post Test Process Test

Bentuk Tes Objektif (tertulis) subjektif (observasi)

Jenis Tes Essay observasi

Tempat Indoor Outdoor Mix

Character Controlling List

1. Prudence
 2. Logic Thinking
 3. Creativity
 4. Initiative
 5. Honesty
 6. Self-reliance
 7. Responsibility
 8. Character for encouragement
 9. Patience
 10. Nationality
 11. Religiosity
 12. Discipline
 13. Cooperation
 14. Hard Work
 15. Balance
 16. Respect
 17. Health Life
 18. Independence
 19. Compassion
 20. Entrepreneurship

Culture Drama
 Cai Kuning
 Supan

The Local Curriculum (Kasumedangan)

Activities based on local curriculum

The flow of activities above is the design of activities based on the local curriculum, Kasumedangan. Kasumedangan was appointed as a learning activity because this Child-friendly School is located in Sumedang area. This is a school manifestation in preserving local culture.

Those are the descriptions of the flow of learning activities in International Green School Sumedang, the flows are based on some integrated curriculum.

4. CONCLUSION

Global education programs in Indonesia have been applied in several primary schools, one of them is International Green School. The application of global education is manifested in Child-friendly Schools where the school has a curriculum that integrates local, national and international curriculum. The presence of the school is a proof that the Indonesian

government has participated in developing global education.

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