Review of The Effect of The Family Environment and Learning Media on The Learning Process of Children in Slum Areas

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Abstract. Family is the first place for a child to get an education. The success of a child depends on the role of the family in providing attention and a comprehensive and mutually sustainable learning environment. In addition, optimizing a child's education is providing children's learning media that is interesting and creative, so that learning takes place effectively. Especially for elementary school children who live in slum areas. The specific conditions and situations in the slum areas have a psychological effect on them in understanding the lesson. One of the places that help children to learn creatively and interestingly in Kupang City is the Alak Shelter House, which is a learning room for children in the slum area of Alak Kupang's final waste disposal site (TPA). Different methods and uses of creative media provide a touch of psychological dynamics of their own so that children can be more open in expressing their opinions. This article reviews the current literature on the topics reviewed above.

Keywords: Family Environment, Learning Media, Psychological Dynamics of Elementary School Children

Abstrak. Keluarga merupakan tempat pertama seorang anak mendapatkan pendidikan. Keberhasilan seorang anak tergantung pada peran keluarga dalam memberikan perhatian dan lingkungan pembelajaran yang komprehensif serta saling berkesinambungan. Selain itu, dalam mengoptimalkan pendidikan seorang anak adalah dengan menyediakan media pembelajaran anak yang menarik dan kreatif, agar pembelajaran yang berlangsung dapat berjalan efektif. Terutama bagi anak sekolah dasar yang tinggal di daerah kumuh. Kondisi dan situasi spesifik pada daerah kumuh, memberikan pengaruh psikologis tersendiri bagi mereka dalam memahami pelajarannya. Salah satu tempat yang membantu anak untuk belajar dengan kreatif dan menarik di Kota Kupang adalah Rumah Singgah Alak, yang menjadi ruang belajar bagi anak-anak di kawasan kumuh tempat pembuangan akhir sampah (TPA) Alak Kupang. Metode dan penggunaan media kreatif yang berbeda, memberikan sentuhan dinamika psikologis tersendiri sehingga anak-anak dapat lebih terbuka dalam mengemukakan pendapatnya. Artikel ini meninjau literatur terkini tentang topik yang telah diulas di atas.

Kata Kunci: Lingkungan Keluarga, Media Pembelajaran, Dinamika Psikologis Anak Sekolah Dasar

Introduction

<u>The Role of The Family Environment in the Child's Learning Process</u>

The family is the first non-formal educational institution for a child, where they grow up, develop, and mature. From education in the family, children gain experience, habits, skills, various attitudes, and various kinds of knowledge (Hulukati, 2015). The family largely determines a child's success because that is where the child first gets an education. The role of the family environment is integrated with the part of schools and communities in improving the quality of human resources. Student development has a close relationship with the family environment, especially household economic conditions and the level of ability of the parents to care for their children. Parental education also significantly influences the student's personality development and educational progress.

The children of parents who do not pay attention to their children's education - for example, being indifferent to their children's learning, not paying attention at all to the interests and needs of their children in learning, not managing their study time, not providing the necessary learning tools, not paying attention to whether the child learns or not and not wanting to know their child's learning progress - experience lagging in their education which results in them being lazy and not being able to succeed in learning. When it comes to the development of their children, many parents are only concerned with entrusting it to schools (educators/teachers) and employing the community (helpers) to take care of their children, which results in the attitudes and personalities of the children varying according to the situation and conditions they get.

The family environment can play a crucial role in providing a comprehensive, sustainable education system, starting from a child's growing up, a period of development, to entering adulthood and marriage. But nowadays, many parents are busy with their work assignments, so their family time runs out with activities outside the home; the time that must be directed to their families continues to be ignored. Thus the condition of families in which parents are busy outside the house is that it is difficult to pay attention to the development of their children, which results in many children now experiencing problems like psychological

disorders; most of the children who experience the pain are greatly influenced by the issues of the family environment.

Learning Media

Learning media is a tool in the learning process both inside and outside the classroom. Learning media includes components of learning resources or physical media that contain instructional materials in a learning environment that can stimulate students to learn (Azhar, 2011). According to Munandi (2008), learning media is anything that can convey and distribute information from planned sources to create a conducive learning environment where the recipients of the information can carry out the learning process appropriately and effectively.

Media can also be interpreted as a component of a learning strategy, a container of messages that the source or distributor wants to forward to the target or recipient of the message (Trianto, 2010). Suryani (2017) argues that the use of media can help students improve understanding, make students creative and reliable in presenting data, and make it easier for students to interpret learning materials.

Forms of Learning Media

According to Sudjana & Rivai (2011), the types of learning media commonly used in the learning process are:

1. Two-dimensional media, namely media that has length and width. This two-dimensional media is also known as visual media, such as pictures, photos, graphics, charts, diagrams, posters, cartoons, etc.
2. Three-dimensional media, namely media in the form of models such as solid models, cross-sectional models, stacking models, work models, dioramas, and so on.
3. Projection media, namely media that can be projected, such as slides, films, strips, and the use of OHP (Overhead Projector).
4. Environment as a learning medium.
   The environment is also categorized as a form of learning media, utilizing learning environments such as classrooms, parks, reading corners, etc.

Aspects of Selection and Uses of Learning Media

In using the media, several aspects need to be considered so that the use of the media can achieve good results. These aspects, according to Sudjana (in Djamarah, 2010), are:

1. The use of learning media needs to consider the characteristics of students appropriately, meaning that it is necessary to take into account whether the use of the media is in accordance with the maturity level/ability of students.

2. The use of learning media needs to be presented appropriately, namely using techniques and methods of using media in teaching tailored to the objectives, strategies, materials, time, and existing facilities.

3. The use of learning media needs to pay attention to the right time and situation; this is intended to avoid using the same media continuously.

Based on the learning theory put forward by experts in the fields of psychology and education, some various psychological conditions and principles need to be considered in the strategy of selecting and using learning media, namely: motivation, emotion, preparation before learning, individual differences, repetition exercises, goals, learning content organization, feedback participation, reinforcement, and application in the use of learning media. By paying attention to these principles in selecting and using learning media, an effective learning process can be achieved and oriented towards satisfying student learning outcomes because students are facilitated to interpret the material delivered by teaching through learning media.

Based on several aspects related to the selection and use of learning media that have been described above, it can be concluded that factors in the selection and use of learning media must be in accordance with the teaching materials; it is necessary to pay attention to the competence of the teacher, the right time and the situation to use the media. Learning and the selection and use of learning media must be in accordance with the needs of students by also considering several psychological principles that refer to learning theory. Students are one of the benchmarks for choosing and using a learning media. The needs of students need to be given more attention in the selection and use of learning media so that the applied learning media can be used correctly and adequately by students and can support the achievement of learning objectives properly.

Learning Media in Psychological Perspective

Gagne (in Rahmiyanti, 2014) suggests that learning is an activity that is designed to facilitate the learning process, which includes changes in behavior. One of the efforts to optimize the quality of learning is to pay attention to learning theory as one of the essential foundations in the world of education and psychology. Several learning theories, including behavioristic theory, cognitive theory, and constructivism theory, are designed and used as learning models based on educational psychologists' findings to adjust children's development psychologically with each level of education they attend.

The selection and use of learning media need to involve learning theory to find out what kind of learning media children need at different stages of development so that in the learning process, media that are in accordance with the child's developmental stages can effectively train affective, cognitive and psychomotor abilities so that children can shape themselves with skills and good character (Hergenhahn, 2008).

Psychological Dynamics

Psychological dynamics is defined as a force that affects humans' ability to experience developments and changes in their daily behavior in thoughts, feelings, and actions.

Walgito (2010) explains that several human components influence and shape behavior in everyday life. This is related to psychological dynamics, including:

a. Cognitive component (perceptual component)

This component relates to knowledge, views, and beliefs, which tell a person's perception of the object of behavior or events experienced.

b. Affective component (emotional component)

This component relates to feelings of pleasure or displeasure with the object of behavior.

c. Conative component (behavioral component or action component)

This component relates to the tendency to act on the object. It shows the potential of the movement to act or behave, and this component also indicates the human behavior toward the surrounding environment.

Elementary School Children in Alak Kupang TPA Slum Area

The Decree of the Mayor of Kupang, East Nusa Tenggara Province, number 220/KEP/2014, concerning the determination of the slum area of Kupang City stipulates that Alak Village is designated as one of the slum areas with one point in the Alak Kupang TPA (TribunNews, 2019). The Alak Final Disposal Site (TPA) is one part of the Alak slum area with an area of 3.09 Ha, according to the 'Letter of Determination of Regions and Slum Settlements in Kupang City in 2018'.

The slum area of the Alak Kupang TPA is congested with the Kupang city waste disposal and management area and residential areas. There are also children at the elementary school level who live in the slum area of the Alak Kupang TPA. These children are in different grade levels, from grade I to grade VI SD. Effectiveness of learning media for children by Mukin (2022) with the title Analysis of the Use of Learning Media Using the Drawing Method Participatory in Elementary School Children in Slum Areas Kupang Alak Final Disposal. This paper explains how to use image media to create an emotion that describes his mind.

The children observed in the slum area of the Alak Kupang TPA have ages ranging from 7-11 years and are in different levels of formal education at school. Most of the children at the elementary school education level who live in the slum area of the Alak Kupang TPA attend formal education at SD Inpres, SD GMIT, SD Negeri located in the Kelurahan Alak Kupang. In addition to attending formal education at school, elementary school children in the Alak TPA slum area are members of informal learning groups centered at the Alak Shelter House. Alak Shelter House is a facility owned by the government of Kupang City, which was built to handle social welfare problems of the community and as an effort to optimize education for children in the slum area of the Alak Kupang TPA. This informal learning occurs regularly three times a month. It is carried out by the Bangun Bangsa community in NTT, the Rotaract community, and related stakeholders who have received permission to carry out educational activities.

The Alak Shelter House is a forum for stakeholders (organizations, communities, government) to carry out activities to handle social welfare problems and optimize education for residents of Alak Village, especially for children. The participants in this study were children in the slum area of the Alak Kupang TPA who had attended formal education at school and especially attended informal education at the Alak Kupang TPA Shelter House.

Discussion

<u>Previous Research</u>

1. Previous research conducted by Jihan (2019) entitled The development of giant ludo media on the theme of always saving energy to increase the learning motivation of fourth-grade elementary school students showed that ludo media used effectively could improve students' learning motivation. Giant ludo media is a learning media in the form of a modified ludo game in a larger size than usual. The big ludo media used in this research can increase students' learning motivation because of its practical nature, making it easier for teachers to present information and for students to interpret data. This research was conducted at SD Negeri Tlongsari Kulon 01, SD Negeri Tlongsari Kulon 03 and SD Negeri Tlongsari Wetan 1. Participants from these three schools were fourth-grade students.

2. Another research conducted by Rohmawati (2019) entitled The effectiveness of using time board media in learning time calculation for grade III elementary school students, showed that the use of learning media in the form of time board in learning time calculations for grade III-A students at SDN Petemon XIII/361 Surabaya elementary school is effective. The results of this study were based on observation, learning outcomes, tests, and questionnaires. This research was motivated by the emergence of problems experienced by class III-A students of SDN Petemon XIII/361 Surabaya who had difficulty understanding material related to calculating time. Time board media is a learning media whose shape and use resemble a wall clock. There is a clock on the wall, while the time board media does not have a clock machine, but both have clock hands as timepieces.

   Time board media is a mathematics learning media in the form of a circle made of plywood attached to two-hour hands made of ice cream sticks. This time board media

is covered with cloth and has different colors for each number, making it easier for students to calculate the time. The time board media is used as a medium for learning mathematical calculations related to time. The time board media has a beneficial role as a teaching aid, especially in mathematics.

3. Research related to learning media was also carried out by Ramayulis (2018), entitled The use of image media to increase interest in learning PKN for second-grade students of SD Negeri 157 Pekanbaru. In this study, students were asked to explain the learning material taught by the teacher in the form of pictures. Students can freely describe the material from what they interpret. Images of students are then displayed and become material for discussion between students and PKN subject teachers. Each student who follows this research cycle is allowed to comment on their friend's picture. This makes students actively involved in the learning process so that their interest in learning increases. This research was conducted at SD Negeri 157 Pekanbaru, and in each study, cycle found an increase in student learning.

Based on research related to learning media, the authors conclude that previous research was built on phenomena in the world of education, namely the ineffectiveness of the learning process due to the inability of students to understand the material being taught. Learning according to Slavin (2000) is a relatively permanent change in behavior or potential behavior as a result of experience or reinforced practice. Furthermore, by learning, it is hoped that a behavior will be formed. Guidance and learning carried out by parents will form a character and behavior. Robin (2007) emphasizes that learning systematically in every sequence of steps moves individuals will be closer to the desired response (Wikipedia, 2022). A warm family environment and paying attention to every child's needs in education will help children understand what is being learned. Affection and attention are an important part of shaping children's positive emotions and behavior. Principles of learning B.F. Skinner, who is concerned with feedback and reinforcement, is a learning theory of operant conditioning, asserting the existence of Thorndike's law of effect, that the relationship between stimulus and response will be closer if accompanied by feelings of pleasure or satisfaction and vice versa can disappear if accompanied by feelings of displeasure. This means that if an action has a good effect, then the act tends to be repeated (Notoadmodjo, 2012).

Health is started at home, is one explanation of the requirements of a healthy home environment according to the American Public Health Association (APHA) regarding the importance of health first comes from the family. The image of parents who support the child's growth and development and the learning process provided shapes the behavior and positive psychological dynamics of the child. Things like this don't exist in the picture of families living in slum areas. The low level of education and knowledge is closely related to the low level of the family economy. Most of the time parents are occupied to work to earn a living. Psychological development and children's education are the umpteenth priority. This condition is captured by the Alak Shelter House which is a non-formal learning room for children who live in the slum area of the Alak Kupang final disposal site (TPA). The use of dynamic and creative learning media becomes a medium for expressing children's feelings, which then affects the psychological dynamics of elementary school children, especially in the learning process. There are several criteria in assessing the effectiveness of a learning media according to Hermawan (2008), namely:

1. Conventional Media, need to look at the cost, availability of supporting facilities (OHP, drawing paper, etc.), compatibility with class size, conciseness, ability to change, time and effort to prepare, complexity, usability, and most importantly the impact or influence caused by the use of the media.

2. Interactive media include ease of navigation (a program or system used is easy to understand), the content of cognition, knowledge, and presentation of information (assessing program/application content tailored to learning needs); media integration with user language aspects and skills; aesthetics (attracting the user's interest); and overall function (the program/application developed provides the learning desired by the teacher)

This is where the role of the family and school environment as a partnership in the process of growing children's learning in shaping the character, behavior, and psychology of children who are healthy and optimal.

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