Exploration Of Children's Activities In The Deli River Slum Area, Medan.

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Abstract.*The problem that occurs in Medan city is the existence of riverside slum settlements, one of which is Aur village. The irregularity of buildings, high building density level, and the quality of buildings and facilities and infrastructure that do not meet the requirements for adequate housing can affect children's development. This research aims to explore children's activities in riverside slum areas. The research method used is exploratory qualitative, namely in the form of interviews and observations. The results of the research show that children spend their time in the afternoon playing and reciting the Koran around Masjid Jami Aur. This shows that the mosque and its courtyard are an important space for children's activities.*

Keywords: Children's activities,Slum area,Riverbank

Abstrak. Permasalahan yang terjadi di Kota Medan adalah adanya permukiman kumuh di tepi sungai, salah satunya adalah Kelurahan Aur. Ketidakteraturan bangunan, tingkat kepadatan bangunan yang tinggi, serta kualitas bangunan dan sarana dan prasarana yang tidak memenuhi syarat perumahan yang layak dapat mempengaruhi tumbuh kembang anak. Penelitian ini bertujuan untuk mengeksplorasi aktivitas anak-anak di kawasan kumuh tepi sungai. Metode penelitian yang digunakan adalah kualitatif eksploratif yaitu berupa wawancara dan observasi. Hasil penelitian menunjukkan bahwa anak-anak menghabiskan waktunya pada sore hari dengan bermain dan mengaji di sekitar Masjid Jami Aur. Hal ini menunjukkan bahwa masjid dan halamannya merupakan ruang penting bagi aktivitas anak.

Kata Kunci: Aktivitas anak, Kawasan kumuh, Tebing sungai

1. INTRODUCTION

Slum area by the river, such as Aur Village in Medan City, is a vulnerable area to various problem such as social, economy, and environment. this condition has a negative impact on the activities of children living in the area.

Environmental conditions

According to research conducted by Wulandari, et al. (2022), limited the space that children have to move around in slum area on the edge of the river if compared to children in the Region which is not shabby. The space to move These limitations can limit opportunities children to play and be active physique.

Other research conducted by Siregar, et al. (2021), also shows that the children in the slums in River banks are more at risk accidents and illnesses. This matter caused by environmental conditions unhygienic and unsafe.

Socio-economic factors

According to research conducted by UNICEF (2018), children of Poor families are more at risk stunting, impaired cognitive development, and behavioral problems. This is due to by limited access for children from resource-poor families which is needed for growth and development the optimal one.

Other research conducted by Hesti. (2020), also shows that children with levels Low family education is more risky experiencing difficulties in learning. parental knowledge and skills in supporting children's learning process is something that needs attention.

Cultural Factors

According to research conducted by Purwanto, (2021), habit or cultural norms in society can limiting children's opportunities to explore their environment. This matter can have a negative impact on physical, mental and socio-emotional development.

1. Research Purposes

The aim of this research is explore those aspects relating to the use of space and children's activities around Kampung Aur.

2. Research Focus

The main focus of this research is to explore the activities of children living in Kampung Aur. The factors studied include the type of activity, activity time, activity patterns, and the physical character of the child's activity space. This research will identify the activities they carry out and the spaces used.

2. METHOD

Method of Collecting Data

Data collection was carried out using an exploratory qualitative method, namely a data collection method carried out to explore and understand a particular phenomenon or problem in depth. This method is used to gain an initial understanding of a phenomenon that is not yet widely known. There are several techniques for collecting data using this method, namely interviews, observation and literature studies.

Location

This data collection was carried out in Aur village, sub-district. Medan Maimun, Medan city and also state elementary school 060802 on Jl. Mangkubumi, Kec. Medan Maimun, Medan City.

Figure : Research Site (1) Aur Village, (2) Elementary School 060902

Participant

Data collection was carried out by conducting interviews with the main subjects of this research, namely children. There were 3 children with an age range of 6-12 years (equivalent to elementary school) who were interviewed to obtain data for this research.

Data Presentation

The process in this research begins by exploring theoretical studies related to what you want to know from this research. This theoretical study takes the form of a literature study and also a precedent study.

After the theoretical study, the research results are presented. The results of this research are the answers we get from the research objectives and focus mentioned in the introduction.The research results are a combination of theoretical studies such as literature studies and precedent studies as well as data that has been obtained

3. RESULT AND DISCUSSION

Child Charcter

A child's character is formed through his interactions with his environment, whether from family, school or society. One important aspect of a child's environment is their activities. Children's activities can be a means of developing their character.

Thomas Lickona (2013) believes that character education is a continuous process that involves various parties, namely family, school and community. Lickona also believes that character education should focus on developing five aspects of character, namely moral intelligence, moral desires, moral knowledge, moral habits, and moral decisions.

Zuriah (2014) believes that character education must be carried out synergistically, that is, involving various educational components, both formal, non-formal and informal. Zuriah also believes that character education must be carried out continuously, namely starting from an early age and continuing into adulthood.

Bronfenbrenner Ecological Theory

Bronfenbrenner's ecological systems theory is widely used to understand the impact that occurs between the environment on individuals (Gonzales, 2020). This theory believes that the process of human development is strongly influenced by events and conditions in the larger environment.

This theory explains that children's development is influenced by various factors, both from the micro environment (family, friends, and school), the meso environment (community, workplace, and organizations), the exo environment (politics, economics, and culture), and the environment. macro (global).

Bronfenbrenner's ecological theory is used to explain the various factors that influence all children's activities in slum areas on the banks of rivers. The micro environment, such as family and community, has an important role in supporting children's activities. The meso environment, such as government and non- governmental organizations, can also play a role in improving the quality of children's activities. The exo and macro environment can also influence children's activities, but the influence is more indirect.

Elementary School Curiculum

Children are very closely related to the world of education. Early childhood education is very important for children's development. Education seems to be something that cannot be separated from children. All child development is largely influenced by education's ability to educate the child.

Referred to from the website https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/, the curriculum used by most elementary schools in Indonesia is the Merdeka curriculum. The Merdeka Curriculum is a curriculum that focuses on intracurricular learning, where the material will be optimized for deepening concepts and competencies. Educators have the freedom to choose the methods and equipment used to accompany teaching materials. This curriculum focuses on developing skills and character, essential material, and flexibility in learning.

Presedent Studies

a. Flower + Kindergarten / OA-Lab

Referenced from the web page https://www.archdaily.com/782889/flower-plus-kindergarten-oa- lab?ad_medium=gallery . Flower Kindergarten is in the city of Seoul, South Korea. Designed by architect Jungmin Nam in 2015, this is an effort to create child-friendly educational facilities on limited land.

Figure 3: Building of Flower + Kindergarten / OA-Lab

Figure 4: Building Exterior of Flower + Kindergarten / OA-Lab

This building has a height of 6 floors with the characteristic feature of presenting plants located on the building facade so that it can also function as an aesthetic element of the building. This becomes an interesting focal point for those who see it.

Figure 5: Building Interior of Flower + Kindergarten / OA-Lab

The use of bright colors is highlighted as a design element, and is used as a space-forming element. The different colors indicate the differences between each function of the space created by the design efforts.

The approach taken is centralized space organization and eliminating unused space, this makes construction costs cheap and efficient.

b. Chipakata Children"s Academy

Referred to from the website https://www.archdaily.com/770497/chipakata-childrens-academy- ennead-architects .Chipakata Children's Academy was built in 2015, this building is

a school designed with the aim of facilitating access to education for area residents left behind and underdeveloped.

Figure 6: Building of Chipakata Children‟s Academy

This building serves students from grades one to grade seven, consisting of classrooms, multi- purpose rooms and also administrative office space. This school consists of ten classrooms spread across four main buildings.

Figure 7: Learning Atmosphere in Chipakata Children‟s Academy
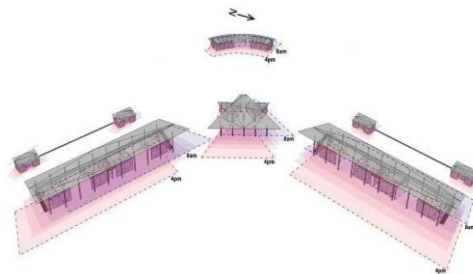

Figure 8: Directin Of Sunlight in Chipakata Children‟s Academy

This building has a roof that juts out and there is also space above the roof that can be used as a classroom. The slope of the roof corresponds to the sun's orientation towards the building, which means the room does not get hot.

Figure 9: Atmosphere in Multi-Function Room in Chipakata Children"s Academy

There is a multipurpose room which is used by the local community as a community meeting room and gathering space. This multipurpose room is a building that only has a roof without walls. Allows for adequate space flexibility.

Child Daily Activities

The following is data on children's activities carried out by children in Aur village for one day. The data is the result of interviews conducted with 3 children from local residents with an age range of 6-12 years (equivalent to elementary school).

Table 1 : data on daily activities of Aur village children

No.	Activities	Times	Place
1	Wake up	06.00	House
2	Getting ready to go to school	06.30	House
3	Go to school	07.00	Road
4	Learning activities	07.30	School
5	After school	12.30	Road
6	Playing	13.30	Around the Mosque
7	Recite	16.00	Jami Aur Mosque
8	Doing Homework	19.00	House
9	Sleep	21.00	House

* The above activities do not include eating and worship (prayer)

Preffered Activities

Activities that children like are playing hide and seek, running around, and telling stories or joking around. They like this activity because they think it is fun, especially when done with friends.

Figure 10: Children Activities in Masjid Jami'AUR area

Availability of child-friendly school facilities

The following are several aspects of child-friendly school standards that are taken from the website https://www.unicef.org/documents/child-friendly-schools-manual . The following various aspects are explained in the table below:

Table 2 : BASIC STANDARDS FOR PLANNING AND DESIGN OF EDUCATIONAL FACILITIES

No.	Aspec	Availablity
1.	structure	Available
2.	Administration Office	Available
3.	Safe Water	Available
4.	Cleaning Facilities	Available
5.	Toilet/latrine	Available
6.	light, air, sun, dust, glare, reflections, humidity, noise and odors	Available
7.	Color	Available
8.	Power (electric or alternative)	Available
9.	Safety Terms	Available
10.	Health Provisions	Available
11.	Library	Available
12.	landscape	Available

Table 3 : Additional Functional Elements For Child Friendly Schools

No.	Aspec	Availablity
1.	Flexible Space	Not available
2.	School library and resource room	Available
3.	Bathroom	Available
4.	Relaxation room close to study area	Available
5.	Individual space	Not available
6.	Outdoor	Available
7.	Kitchen	Not available
8.	Clinic	Available
9.	Protective	Available

Table 4 : Elements Of Classroom Planning And Design

No.	Aspec	Availablity
1.	Size and Space	Available
2.	Security	Available
3.	Furniture that can move	Not available
4.	Child base	Not available
5.	National and international standards	Available

Table 5 : Elements Of Facility Planning And Design

No.	Aspec	Availablity
1.	Toilet, water for washing hands and drinking:	Available
2.	Recycle water	Not available
3.	Hygienic area for food vendors and school kitchens	Not available
4.	Medicine storage	Available
5.	Health clinic	Available
6.	IT center and library	Available
7.	laboratory	Not available

Table 6 : Elements Of Outdoor Space Planning And Design

No.	Aspec	Availablity
1.	Recreation room	Available
2.	School grounds and food production	Not available
3.	Fence	Available
4.	Multifunctional open stage	Not available

4. CONCLUSION

Based on research that has been carried out, it is known that children in Aur village spend most of their time playing around the Jami' Aur Mosque. This shows that the mosque and its courtyard are an important space for children's activities.

This shows that children's activities in Kampung Aur are still limited to existing spaces, namely homes, schools and mosques. This is caused by environmental factors, such as building density and limited green open space. Children are closely related to the world of education. Therefore, schools are needed that can meet the child-friendly standards that have been set

From this research it was found that state elementary school 060902 still does not meet all the child- friendly school design standards that have been set.

5. ACKNOWLEDGEMENT

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