Research Paper

The Solution of Stereotype Case to Children in Formal School

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ABSTRACT

This research was started from many negative labels or stereotype cases for children done by the people in the school. That labeling of speech was done by them from giving hatred speech to doing discrimination such as verbal or nonverbal action. The hatred speech was caused by the behavior in giving stereotype and prejudice as well. Ironically, most agencies in many of the schools or institutions that develop great character of children that be supposed to be safe children from stereotype and negative prejudices become the source of the destructive. Based on that phenomenon, in that research, researcher tries to describe the kinds of stereotypes happening in the school. This research used qualitative research methods with literature study. The results of this research indicated that there were so many forms of labeling happens in school such as; the speech spoken by teachers who state that children are stupid, having dark skin, curly hair, and s other physical appearances. Therefore, It will give an impact to children psychology if doing continuously. As the conclusion of this research, the appropriate solution or way to learn and to solve this problem is with developing the friendly school model to learn for the children

Keywords: Stereotype, Early Childhood Education.

INTRODUCTION

Hate speech either verbal or nonverbal often happens among the society. The issue of hate lately increasingly grows and occurs in almost all parts of the world including Indonesia. Hate speech in various forms and lately a lot of hate going on is loaded in social media. Furthermore, found the fact that the number of sites and social media accounts spread hatred and hoax news. The information tends to be increasing and alarming enough. In the basic of the culture of hate, one of which is sourced from the strength behavior of stereotype and prejudice. The form of stereotype and prejudice that tends to thrive is generally based on ethnic differences, gender, religion, politics, sex, and aggression (Sarwono, w. s., 2006, Gordijn, E.H.et.al, 2014). Stereotype and prejudice are both interconnected and mutually strengthened each other. This means that stereotype and prejudice used negatively will cause the effects of conflict and harm, either in individual or in groups, in some cases even makes a prolonged war engulf many casualties (Falanga, R. Et.al, 2014, Amodio Thursday, d. m., 2008).

In the context of learning at the school including early childhood education, the forms of stereotype and prejudice that tends to develop many dressed in ethnic forms of physical behavior of cornering, discriminate and insult certain ethnic

groups. In addition, on ethnic stereotyping and prejudice at school also appears in the form of gender as harassing, insulting a certain gender, discriminate based on a group of men and women as well as feel more strongly than the rest of the Group certain. There is also a form of stereotyping and prejudice in the form of religions such as mengkafirkan, considered more noble religion embraced, and certain religious beliefs menistakan. Stereotyping and prejudice is also reflected in certain professions such as social disgrace, consider certain professions in higher degree than any other profession (Cottrell, CA.et al. 2005, Sarwono, w. s., 2006, Olson MA, 2005, Amodio Thursday, d. M, 2012).

The impact of the Stereotype and most real prejudice is hatred. The fact that most real in the world of education is the Suppression of torture at the same time by senior to junior that led to death on some campuses specifically labeled the action a brawl, antarpelajar limited and also acts of violence in the school. So the real negative impact of stereotype and prejudice in children's learning activities at school, then an alternative solution is needed or appropriate to handle it. One of the alternatives that can be implemented is by applying a model of school-based learning, child-friendly. This learning model is moving on from some of the principles of which are that the child has the right to meet the educational needs in order to develop its potential optimally, and children also get the right to grow and develop in normal without getting the intimidation, discrimination and intimidation especially violent acts (Unicef, 2009, Ahmad, s. 2016). To the end, this research will lays out the form stereotype provided the teacher on the child that exists in such a low class of Early Childhood Education.

METHODOLOGY

Research and discussion in this research was conducted with the use of the literature study where the theory of analytical approach to elucidate the concept

through the analysis of theory. Theoretical concepts are the main data. Researchers interpreted the data and facts to obtain explanations about the solution of stereotype to children conducted by people in the school.

RESULT AND DISSCUSSION

Stereotypes can be related to positive or negative things, stereotypes can actually also be wrong and it can be associated with individual or group. Here the examples of stereotypes: (1) people who have a skinny body are people who seldom to eat, (2) If you have a requirement to an agency we have to prepare a gift for thankfulness for the help. Stereotypes are also used by humans as part of model self-defense in hiding our limitations or to justify our feelings of superiority about fragile. For example, negative stereotype/s about a race for example someone who has social strata was inferior to those with white skin. In the end, here are several concepts of the stereotype according to some experts.

3.1 Stereotype

Stereotype is to give you a description about a person or a group, nor about their psychological characteristics or personality. They are very closely related to emotions, values, and core self, and thus, it is difficult to change it. Judgment regarding one's Stereotype is often used to denounce a person. Stereotype give effect more impressed negative to their victims, so that the Stereotype treatment became a label on themselves its victims. More Stereotype to the pembullyan model to someone about the actual character that is not a real character. According to Baron & Paul (Sobur, 2009:391) there are two factors that indicated the occurrence of a case of stereotypes which are:
1. The human Trend to divide the world in two categories: us and them. People's perception of who we are as a group outside of the US is viewed more similar to each other, because we lack

information on them, we tend to make same and consider it homogeneous.

2. Trend of cognitive work us to do as little as possible in thinking about other people. In other words, selective perception causes stereotypes about people and everything around us. By including people in the group, we assume that we know a lot about them (the main properties and behaviour of their trend), and we save our job to understand them as individuals.

3.2 Types of Stereotype in children at school

Stereotypes in children can occur whenever either of the community or environment of the school environment. This scientific masterpiece will further introduce the kind of Stereotype that occurs in children contained in all schools. Teachers may not realize if it was doing the action of Stereotype in children. Stereotype that may occur in schools is Stereotype verbal or non verbal. Stereotypes can be passed down from generation to generation through verbal language without ever having contact with the purpose/object stereotypes (Brisslin,1993). This could only happen to students who may have had the blood descendants who have no connection at all with his area but getting labels from the surrounding environment. Stereotypes can also be reinforced by TV, movies, magazines, newspapers, and all sorts of different types of mass media. According to Johnson & Johnson (2000), stereotypes are preserved and decided in four ways:

1. Stereotyping affects what we feel and we recall with respect to the actions of people from other groups.
2. Form the stereotype image of simplification is excessive on the other group members. Individual tend to simply equate the behavior of another group of individuals as a typical same.
3. Stereotypes can lead to scapegoating.
4. The stereotypes sometimes do have a fairly high degree of truth, but often unfounded at all. Basing on stereotypes can mislead. Anyway the stereotypes

usually appear in people who do not know earnest other ethnicities. When we become familiar with the ethnic question then taking action against ethnic stereotypes it will usually disappear.

According to Matsumoto (1996) in addressing stereotype some things we have to do in reducing the Stereotype, such as:

• Reduce the negative view has yet to lead to the truth of a matter.
• Identification of a thing that is already in the judgment by a person against an object.
• Reducing the generalization to an object either side of negative as well as positive.

Stereotypes can give effect as follows:

• Stereotypes can influence what we feel and we remember that relate to the actions of people from other groups.
• Stereotypes can shape simplification of the description is excessive on the other group members. Individuals tend to equate the behavior of another group of individuals as being typical of the same.
• Stereotypes can lead to scapegoating.
• Stereotypes sometimes does have a fairly high degree of truth, but often unfounded at all. Based on stereotypes can mislead. Anyway the stereotypes usually appear in people who do not know earnest other ethnicities. When we become familiar with the ethnic question then taking action against ethnic stereotypes it will usually disappear.

3.3. Solutions of Stereotype

In dealing with the case of stereotype in the school, creating more welcoming institutions so that condusif atmosphere of learning for children is created. Then there are several aspects that need to be heeded, especially: (1) the appropriate school programs; (2) a supportive school environment; and (3) aspects of facilities (Professor pinch, A, 2015). Burkley, et.al (2016) in her research States that the behavior of the Stereotype and will prejudice can be minimized by

creating a conducive, secure system and to avoid cultural friction is indeed basically already created differently. More technical learning by applying friendly system has five major indicators, namely creating the democratic climate in learning, students mutually appreciative in learning activities, the formulation and enforcement of discipline, there is a clear, Chick comfortable classroom and applied learning methods.

CONCLUSION AND RECOMENDATION

Stereotype is an action that is not good for either implemented inside the school, community and family. Actions relating to Stereotype are a behavior that will have an impact on recipients of this action. The psychology of the individual recipients of cap Stereotype negative will make them decrease confidence in the individual. Friendly schools for children are an effective model in answering these challenges.

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