

OUTDOOR PLAYING LEARNING TO DEVELOP COOPERATION CHARACTER IN EARLY CHILDREN

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Abstract. The character of early childhood collaboration needs to be developed so that a sense of solidarity between students can be realized properly. This is an important concern because as a child who is in a transition from family education to education in a school environment with teachers and friends from different backgrounds and environments. The egocentric attitude of children is still dominant, especially for those who are the only child or the last child in their family. This study aims to describe how outdoor play activities can develop the character of early childhood cooperation. This research method uses a descriptive qualitative approach with data collection techniques through observation, interviews and documentation on books and previous research..

Keywords: Playing outdoor, the character of cooperation, early childhood

INTRODUCTION

When a child is at an early age, it is the most important stage for them to start the basic growth and development of all their potential according to their nature as human beings. In the process of teaching and learning activities, the environment and learning atmosphere are important factors in the implementation of interesting and fun learning activities so that the maximum achievement of learning objectives can be achieved. As for changes in the atmosphere in learning activities that are usually carried out in the classroom and then turn into learning activities outside the classroom, this is an effective technique used by teachers to increase student learning interest.

Learning activities in early childhood education institutions are dominant with play activities that require ample space for each student to be able to explore themselves. The transition from a child who only associates with the family environment to mingling with other children with diverse backgrounds greatly influences the emotional state of the child. PAUD managers must pay attention to the above as a reference in managing their institution. As for teachers as educators who interact directly with students, they must be able to innovate to further optimize the growth and development of the potential of all students, especially in the formation of the character of cooperation.

Playing outdoor can be a choice of learning activity models that can be taken by educators. Based on the learning characteristics of early childhood whose motto is playing while learning outdoor playing activities it is considered effective enough for the teacher to know the extent to which the character of cooperation will be formed and then develop into a new habituation in the daily life of early childhood.

RESEARCH METHOD

This study uses a descriptive qualitative approach. Data collection was carried out with a field study to RA Masyithoh 2 Sirau, Kemranjen District, Banyumas Regency. The data collection method is carried out through in-depth interviews with teachers/educators related to learning plans and objectives, students related to children's interest and activeness in activities, documentation of books related to collaboration material and the like, and direct observation in the field when children carry out learning activities playing outdoor various locations.

In order to obtain accurate data, data was combined from various data sources in field studies. Sources of data are institutional leaders, class teachers and some students as well as various other sources of documentation obtained through websites, published journals and physical books on material that is being researched.

Data analysis was carried out by examining all data that had been collected from various predetermined sources, then reducing the data and compiling it in units of type of entry according to the research objectives to be obtained, coupled with the interpretation of the data presented in the form of a description of the results and discussion of the research and conclusions.

RESULT AND ANALYSIS

Learning is the preparation of a condition so that the process of teaching and learning activities can be adapted to the needs of children. Learning will depend heavily on educators' understanding of the material and the nature of children as learners. To be able to understand how learning activities are good for children, educators must understand the characteristics of their students as a whole. The characteristics of children who are in a period of developing concrete pre-operational thinking skills so that they prefer learning activities that involve children directly practicing on the scene and various situations related to their interests and experiences, although in general children at an early age have a range of attention or concentration. which is very short, which is still in the range of 10 to 15 minutes.

So far, there are still many who think that children's moving activities are not learning, but only an activity about physical health and muscle strength without realizing that children have a body as well as a mind. To be able to align the growth and development of both, it is necessary to have physical activity with a certain design where before the child makes a move he thinks first both individually and in group negotiations so that the movements are carried out precisely, compactly and according to the rules of the game or even when he has to compete he can achieve high achievements. good. Body movements that are not coordinated properly can actually be dangerous and can physically injure a child.

Play outdoors is a play activity carried out by children outside the classroom or in nature which makes learning activities more interesting and fun by emphasizing the learning process based on real facts whose learning material can be directly experienced or applied by students during the process. Outdoor playing learning is important for children because children will directly open their own insights about the surrounding environment through the practice of real activities that are fun and enjoyable to learn. Students can move freely and freely seek knowledge while enjoying the fresh air, beautiful environment and diverse atmosphere so that the boredom within the child can be overcome. The process of playing outdoor activities for early childhood is very helpful for children in their growth and development process.

The purpose of implementing outdoor playing in terms of social-emotional development includes demonstrating social-emotional skills by helping to care for the garden, participating in games with peers, negotiating and compromising and being cooperative with fellow friends in using existing equipment in the play area, sharing artistic tools and group play. When children do outdoor play activities they can express their creativity by making various art objects to develop new games. Confidence, independence and showing achievements to be proud of can also grow well through direct work and practice.

Children's cognitive abilities will develop when children make decisions to choose outdoor playing activities, plan and have lots of ideas, solve problems when things are difficult to do, gain experience through the various roles played, grow a sense of wanting to work together with friends in play groups, learn science about nature when observing the surrounding environment, developing early mathematical concepts through counting and measuring and enriching children's vocabulary.

Physical development is also a goal in outdoor playing activities such as becoming more agile in children's movements when playing with gross motor skills, eye and hand coordination, body balance, physical endurance when playing in hot conditions and for a long time as well as increasing children's awareness of space and space. The tendency for early childhood is synonymous with lots of movement, it is difficult to sit still and requires greater active opportunities than children over their age requiring play activities that use direct experience to do it themselves by moving their hands, body and legs both finely and roughly.

Kinesthetic intelligence is very likely to develop properly when children are doing outdoor playing activities. They can well control the coordination of body movements with balance, speed, accuracy, flexibility, and movement skills. Each child will certainly develop in a variety of ways depending on the components of the child's body strength and the stimulation provided through daily practice and habituation.

The most important thing in outdoor play activities is the arrangement of the play space. The environment must be prepared as natural as possible so that children can explore the environment with their own minds and hands with provisions; comply with the rules of physical and psychological security, according to the natural characteristics of the child and the teacher does not intervene much but rather acts as a director and supervisor, based on the needs of the child, in accordance with learning objectives, effective and efficient and aesthetically must be interesting and fun.

If the activity uses additional tools, it must pay attention to the child's growth and development factors, needs, size, materials, texture, location and learning objectives as explained by Fors and Wortman (1996) that a place to play with fixed equipment such as slides and swings is not a good place for children to play in terms of developmental aspects and also security reasons. Young children need devices that are simple, easy to move and can be manipulated by children to build their new experiences.

Various types of areas for outdoor play activities such as meadows in the school yard or fields, asphalt/paving floors, sandy soil and ordinary solid soil. The outdoor environment is not limited by walls but directly adjacent to the outdoors although there must be certain rules that must be obeyed by children when playing activities so as not to endanger themselves and damage the surrounding environment. Area specifications allow teachers not to be hindered in any way when supervising children and the size of the place that is sufficient for children to move and even though it is in an open space to reduce the burden and responsibility of supervision, it is necessary to have a fence that protects children from the dangers of wild animals and being scattered from the group.

In designing a space for outdoor playing activities, several important things must be considered, including the adequacy of the space for children to move, a focus point so that they can supervise thoroughly, sufficient equipment and tools to avoid fights due to fighting over with friends, game tools that are appropriate to the child's developmental stage, distinguish between places for group play with a place for classical/together play, every corner has instructions that children can follow, there are adequate sanitation facilities and a safe environment from dangerous cables or tools.

Outdoor playing activities make children more flexible in moving so that the health of bones, skin and vision is supported or it can be interpreted physically that children's health rights have been fulfilled. Exploring oneself physically, opening children's insights in building knowledge with real problems, building children's creativity and building a spirit of solidarity in group cooperation. Through outdoor play activities can also improve children's ability to socialize with the natural environment so as to foster a sense of love and respect for the natural environment. When the child has left the classroom, the media that becomes the child's learning material is nature and everything in it which will indirectly become a place for children to explore to gain new knowledge and experiences.

For children who are not used to being in the hot sun, it will be a scary moment for them and this can be dealt with by selecting a gradual location, starting from a roofed school yard, then under a large, shady tree, to using the correct location. - completely open top or without any protection from the sun. Children who like to act as they please will also increasingly become children who move at will because they feel given the freedom to express themselves. In this case the teacher must apply the rules of discipline clearly and if a violation occurs there are sanctions that must be received by the child as a consequence of his actions. This needs to be implemented to prevent unwanted things from happening, such as disruption to playing activities and accidents during activities. Unfavorable environment and weather are also weaknesses that must be considered in preparing for outdoor play activities. If the impact to be felt is greater than the benefits, then the activity must be transferred to the class by changing learning materials.

The importance of the character of cooperation in early childhood

One of the important social attitudes taught from an early age is the habit of working together. Collaboration is an activity carried out jointly with other individuals in a group to achieve predetermined goals. As social beings, humans in their life, regardless of their aspects, definitely need the intervention of others. As stated in the definition, cooperation aims to train thinking together in solving problems, develop the ability to interact and socialize, foster self-confidence to express opinions and act directly, and train children to be able to understand more deeply the individuals in their work group.

When a child interacts with peers or educators, a social relationship will be established between them. Among these social relations there are good things that can grow, namely cooperation and mutual help, but there is also the possibility that bad things will emerge, such as hostility and mutual envy. Cooperation and mutual help are basic human traits that must be instilled from an early age and must be developed into adulthood and old age. Without these values, it would be very difficult for a human child to live side by side with other individuals in the environment.

In their development, early childhood in any aspect needs help from other people, even though in reality they are starting to be able to do everything for their own personal needs or the presence of modern equipment, but for the provision of infrastructure suggestions, of course they cannot carry out transactions on their own. Aspects that should develop with cooperation for early childhood include; children become accustomed to socializing and making friends without discriminating against each other in doing joint work/group assignments, children are accustomed to respecting the opinions and abilities of others, empathy develops well in children, and children can realize that cooperation and mutual help are important to do so that the work becomes light and it will be fun if you are able to enjoy the process.

Activities carried out with the principle of cooperation must have the same interests and goals, for example in completing assignments from the teacher in group assignments. Everyone has the same rights and obligations both in the process of dividing tasks and in the value that will be generated after the task or activity has been completed. Collaboration must also be based on the desire to understand and understand who is involved in the work group and then help each other, serve so that activities are completed quickly. Compromise with each other so that the opinions of each group member are accommodated properly and to produce maximum value for the group.

The purpose of fostering the character of early childhood cooperation is to be able to better prepare students with a variety of new skills so that they can participate in a world that is constantly developing with a good personality in social interaction so that a child who is confident, always lives together and lives with one another. help, mutual understanding, mutual sharing teaches sincerity in helping friends and mutual affection between teachers and students as well as between students and other students. Instilling the character of cooperation in early childhood provides many benefits including for their present and future lives or after the child becomes an adult. Being able to cooperate with peers or other people for a common goal is an invaluable social skill for children to continue to practice. Although it may not be an easy thing to encourage children to be able to do activities in collaboration because there are so many personality differences in each child and it is also difficult for them to be able to understand each other in a short time, but if it is done continuously it will result in a good habituation for children in everyday life.

The ways that educators can do to foster the character of early childhood collaboration are by providing daily habituation at school to certain activities in groups, introducing positive examples through electronic media such as by showing films or just short stories, introducing various games with a learning system. cooperation or collaboration that involves 4-10 children in groups, for example by playing mini soccer, assembling blocks with a relay / alternating, walking with double clogs, playing dragon snake, playing cat and mouse. All types of games above must be carried out with good coordination by group members with cooperation. Everyone involved is tasked with defending, moving accuracy and speed of movement as well as understanding the situation on the field/playing area.

As was done by students at RA Masyithoh 2 Sirau in outdoor playing activities with the theme of animals with the game title "Cat and Mouse". In the early stages the teacher gives directions for playing activities that will be carried out after previously bringing the children to the school field/yard. Approximately 10 children join hands to form a circle, 2 children play the role of a mouse and a cat which then chase each other with one of them in the circle and one outside the circle. Children who hold hands are in charge of helping the cat to catch mice by giving way through stretching and holding hands tightly. If the mouse is caught then the guard partner takes turns with the other players as designated by the group. It can be concluded from the example of this game that children are;

CONCLUSION

Learning activities by playing outdoor are very fun and important for growth and development both physically and psychologically and are able to improve the character of cooperation in early childhood. Various types of activities carried out outside the classroom environment make children more free to interact with playmates and more freedom to move and explore the environment. The arrangement of the playing environment must be considered so that the learning process takes place in an orderly, safe, cooperative, comfortable manner and according to the goals to be achieved, especially in developing the character of cooperation for students at RA Masyithoh 2 Sirau. Being able to cooperate with peers or other people for a common goal is an invaluable social skill for children to continue to practice.

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