

IMPLEMENTATION OF THE INDEPENDENCE LEARNING CONCEPT THROUGH "INOUT STUDY" STRATEGY IN EARLY CHILDREN

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Abstract. The concept of independent learning is very appropriate to be applied to early childhood education. Independence in learning provides strategic opportunities in developing critical reasoning and creativity in children. The learning strategy is one of the important elements in realizing the concept of independent learning. The inout study strategy is a strategy carried out at Bustanul Athfal Aisyiyah Bajong in order to apply the concept of independence in learning. This research was conducted to find out how the inout study strategy was implemented in early childhood learning, especially at Bustanul Athfal Aisyiyah Bajong. This research is a field research with a qualitative phenomenological approach. Data collection was carried out through triangulation techniques, namely document searches, observations and interviews. Data analysis used reduction, analysis and classification techniques. The results showed that the inout study strategy was carried out by combining indoor and outdoor learning, careful planning, indoor and outdoor class guarantees, implementation of project and problem-based methods, appropriate assessment and evaluation and strengthening the role of teachers and students to realize the concept. independent learning and imparting 21st century skills and prowess, namely critical thinking, creativity, communication and collaboration.

Keywords: Independent learning concept, learning strategy, study input, early childhood

INTRODUCTION

The era of society 5.0 requires children's skills to have the ability to reason critically in all matters, be able to communicate well, express ideas, ideas and feelings, develop into creative individuals and be able to collaborate. These children's skills will make the child able to face the demands of the times and strengthen the existence of his life. These children's skills are usually shortened to 4C, namely critical thinking, communication, collaboration and creativity. 4C skills can be formed from an early age. Early childhood education is a preschool level that is capable of providing 4C character building services. (Yulianti & Wulandari, 2021) skills can be acquired by early childhood through education that provides opportunities for children to explore, be free to be creative and independent in playing activities.

The author distributed questionnaires to 100 Raudhatul Athfal educators in Bukateja sub-district. The questionnaire that was distributed contained the strategies carried out by educators in presenting independent play and independent learning activities. Out of 100 educators 98% stated that learning activities were still carried out conventionally. Learning activities using worksheets still dominate early childhood learning strategies. Learning by using worksheets only develops cognitive and psychomotor aspects, but does not develop other aspects. (Rahmatunnisa et al., 2020) Of the 98% of respondents stated that the lecture method is still the first choice, the lecture method is a conventional teacher-centered method, making children passive and only listeners. (Santika et al., 2016) This shows that early childhood education is still largely centered on educators. Children's independence in learning and child-centered learning has not materialized.

In child-centered learning, educators will prioritize the needs and characteristics of children. Learning objectives are based on the child, not the educator. (Hijriati, 2017) Educators are not the only source in learning. Children are not seen as empty individuals without knowledge, but as individuals who are rich in experience and have the power to explore. Early childhood will more easily absorb information and learn if the environment provides freedom to explore, not under pressure. (Mariyana, Rita, 2010)

To realize independent learning in early childhood requires an appropriate teaching strategy. The strategy is defined as the educator's strategic steps in planning a lesson. There are many teaching strategies that can be carried out by educators in achieving learning goals. (Nuraeni, 2014) Independent learning is defined as a service for children's freedom to explore themselves as human learners. (Saleh, 2020)

Bustanul Athfal 'Aisyiyah Bajong is an early childhood institution that has implemented an independent curriculum. This institution seeks to apply child-centered learning strategies and provide services for children to be independent in playing activities while learning. The inout study strategy is applied as a strategy that fulfills child-centered learning. Based on this, the author tries to examine in depth about the implementation of the inout study strategy. This study aims to find out how the application of the inout study strategy in giving children the freedom to play and learn.

Based on the search, the authors found several similar studies, first, research by Ajeng Rizki Safira and Rr. Agustien Lilawati who raised the central learning model as an implementation of independent early childhood learning. (Safira & Lilawati, 2022) This research both discusses the concept of independent early childhood learning, but the discussion is more general in learning models. While this research leads to something more specific, namely learning strategies.

Second, research conducted by Arwildayanto regarding the application of independent learning through innovative leadership management. (Djafri et al., 2020) This of course shows different things, this research focuses more on the actions of educators in providing services through a teaching strategy, while research by Arwildayanto is more on the role of a leader.

Third, research conducted by Titania Widya Prameswari which raises independent learning in early childhood learning towards a golden Indonesia. (Prameswari, 2020) This research is a theoretical study, of course it is different because the research the author is conducting is field research on innovative learning strategies carried out by educators

RESEARCH METHOD

This research was conducted at Bustanul Athfal 'Aisyiyah Bajong with 85 students and 7 educators. The object of this research is the strategy used by the unit to realize the concept of independent early childhood learning, namely inout study. This research is a field research, the author is directly involved in learning activities as an observer. The approach taken is a qualitative phenomenological approach, in which the author observes, examines and examines a phenomenon of implementing teaching strategies that are carried out to provide independent learning services.

Data collection was carried out through observation, interviews and document tracing. Observations were made by the author on learning activities to find out how the input study was implemented and to find out how far the concept of independent learning can be implemented. In-depth interview activities were carried out by the author to educators and students, the educators intended to find out more about the implementation of the in-out study strategy. While interviews with children were conducted to determine children's satisfaction in learning and the accuracy of strategies in implementing the concept of independent learning from the perspective of students. A document search was carried out by the author to dig deeper data related to planning documents that were made to support the implementation of the inout study strategy. The document includes semester planning, weekly planning, daily planning and learning assessment.

Data analysis was carried out by collecting data and documents through observation techniques, interviews and document searches, sorting out the supporting data, then analyzing it in depth and presenting it in a descriptive form.

RESULT AND ANALYSIS

Learning strategy is defined as a strategic way carried out by educators to realize learning goals. (Nuraeni, 2014) Strategy is very important for the continuity of a lesson. Freedom of learning for early childhood is freedom of play, because the world of children is a world of play and in essence children learn through play. (Prameswari, 2020) A strategy that is designed through the preparation of careful planning, comfortable classroom settings and appropriate methods will make it easy to achieve children's learning goals.

1.1 Innovation of Educator's Learning Strategy Inout Study

Inout study is a strategy implemented at Bustanul Athfal Aisyiyah Bajong in realizing child-centered learning and providing freedom to play and learn. This strategy was made by one of the educators by combining indoor and outdoor learning in careful planning. Inout study arranges indoor and outdoor learning in settings adapted to the learning theme.

Educators carry out indoor learning activities by arranging classes like an outdoor environment, children are presented with a comfortable playing environment with class guarantees adapted to the learning theme and presenting the potential of the surrounding environment in the child's class. Outdoor learning is carried out by inviting children to do outdoor activities but still with the nuances of learning while playing. Inout study can be carried out with indoor, outdoor activities or a combination of both in a planned and programmed manner

1.2 Inout Study Learning Planning The Inout Study

Learning Strategy is carried out through several steps. The most important first step is to make a lesson plan. This planning begins with making semester programs, weekly programs, daily implementation plans and learning evaluation plans.

In preparing the semester program, educators conduct theme mapping, plan major learning themes, divide time allocations and determine learning outcomes. Educators then reduce semester planning to weekly planning, where educators reduce the main theme to sub-themes and determine more specific learning objectives. In this weekly planning, educators arrange systematically and on a schedule, which sub-themes will be carried out in indoor, outdoor or a combination of both. Child educators sort these arrangements based on the appropriate sub-themes.

After the weekly planning is systematically arranged and scheduled regarding indoor, outdoor or a combination of both learning arrangements, then educators will develop daily learning plans. Educators will arrange the sequence of learning activities in detail from the time the child arrives until the child returns. This activity includes the development of religion and character, identity, literacy, numeracy and STEAM (Science, Technology, Engineering and Mathematics). (Eka Retnaningsih & Patilima, 2022)) Daily learning activities are carried out through a pattern of morning journal activities, early activities, core activities, breaks and final activities. All activities are regulated in detailed Standard Operating Procedures (SOP).

1.3 Inout Study Class Guarantee Play

Environment is an important thing that supports the success of children's learning activities. The setting of the play environment is referred to as the play class arrangement. Classes for early childhood are not limited to a rectangular box-shaped building made of walls, but in an in-out study, classes are defined as any place that children use as a play environment, so classes can mean indoor classes, outdoor classes and a combination of both.

Indoor learning activities, educators will make class guarantees by presenting the potential of the surrounding environment. Educators strive for the class to become a learning environment according to the learning theme. Material tools from the surrounding environment in the form of loose parts are arranged in an attractive way to stimulate children's creative and explorative powers.

Educators will strive for outdoor learning to provide a natural playing environment but still in the nuances of learning while playing. Learning can also be carried out in a combination of outdoor and indoor, where educators organize outdoor activities to provide initial inspiration and provide opportunities for exploration at the beginning of activities, then carry out association activities, communicating and reflecting activities indoors.

The characteristics of the implementation of this strategy itself have shown combined indoor and outdoor activities.

1.4 The Inout Study Learning Method

The method as an educator's way of conveying messages of knowledge to students is important in the success of a lesson. The method is a series of ways used to achieve learning objectives. In the inout study strategy the learning method used is problem based learning and project based learning where learning activities are carried out actively by students, educators plan and facilitate play activities.

The project method provides opportunities for children to develop their ideas, reasoning, creativity, ideas and imagination. This activity is carried out collaboratively, there is no individualism and the activity is carried out to lead to an achievement in the form of joint work. Meanwhile, problem based learning is defined as problem based learning. Children are accustomed to dealing with problems according to their developmental age and are accustomed to being able to identify problems, find solutions and solve problems without adults

1.5 The Role of Educators and Students in the Inout Study

In the inout study strategy, educators play more of a role as managers, namely managing activity planning according to learning outcomes and objectives. Educators also act as facilitators, namely preparing and facilitating all the completeness of children's play and learning. As a motivator, where education is obliged to bring the mood and mood and enthusiasm of children in carrying out playing activities. As an evaluator, namely evaluating the implementation of learning and evaluating the results of child development.

Children in the in-out study strategy are the main subjects or actors of education, who must be active in learning and developing their potential with the guidance and support of educators. Children are treated as special learners, not learning statues, not passive objects, but active objects and lifelong learning.

1.6 Assessment and Evaluation of Inout Study

Assessment is a series of processes to assess the ability of early childhood development to determine decisions for further action. An assessment of the in-out study is carried out to identify the type of child's learning, determine the appropriate learning methods and steps and determine which learning activities will be carried out indoors, outdoors or both. Assessment activities are also carried out to find out all aspects of the development that have been achieved by the child and then to determine the next learning step.

The evaluation of the inout study was carried out to find out whether the implementation of the strategy was good or not and to assess the child's development and the effectiveness of the strategy in realizing the concept of independent learning. Evaluation is carried out through observing the child's attitude which is then recorded descriptively in anecdotal notes and notes on the child's work. Evaluation is also used to provide feedback for educators in carrying out learning strategies.

CONCLUSION

Inout Learning Strategy Studies carried out through careful planning, preparation of class arrangements, project based learning and problem based learning methods, strengthening the role of educators and child centered services as well as appropriate assessment and evaluation can realize the concept of independent learning for early childhood. This strategy also provides creative opportunities for both educators and students. Children's 21st century skills and abilities which include the ability to reason critically, be creative, communicate and collaborate are also well stimulated.

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