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Nature-based Learning Analysis in the Nature School of Early Childhood Education-Barokallah Samarinda

Abstract

This study aims to describe the planning, implementation, and assessment of natural school-based learning in Early Childhood Education-Barokallah Samarinda. The research method used is qualitative research. Data collection techniques are through in-depth interviews, observation, documentation, and field notes. The data analysis technique used is the interactive flow model of Miles and Huberman (1994), by collecting data, reducing data, presenting data, and verifying or concluding. The credibility test uses data validity through triangulation. The results showed that 1) Nature-based learning planning in Early Childhood Education-Barokallah Samarinda, namely determining Basic Competence, determining teaching materials, learning activities, tools, and materials used to carry out activities. 2) Implementation of nature-based learning in Early Childhood Education-Barokallah, through playing ground. Nature-based learning is carried out in the classroom or outside the classroom and children learn about nature, using nature, and being with nature. 3) Evaluation of nature-based learning in Early Childhood Education-Barokallah uses assessment through observation, anecdotal notes, and portfolios.

Keywords: Early Childhood Education, Nature-based Learning, Playing Ground.

Introduction

Based on the Regulation of the Minister of Education and Culture No.137 of 2014 concerning the National Standards for Formal or Non-Formal Early Childhood Education, it is hoped that children aged 5-6 years are expected to be able to explore with various media and activities both indoors and outdoors in the aspects of early childhood development. There are six aspects of early childhood development, including; development of religious and moral values, cognitive development, physical and motoric development, language development, social-emotional development as well as arts development.

As for creating a quality generation, education is carried out from an early age. Early childhood is a period of remarkable growth, where the early childhood brain development stage

experiences rapid development, from 25% when the baby is born, to the perfection of human brain development 50% when he is 4 years old and 80% until age 8 years old (Mulyasa, 2012). Thus, at an early age, it is a golden opportunity for children to learn, where the development of their intelligence has increased significantly.

The real object learning model was first introduced by Jan Lighthart in Sujiono, 2009 which will develop children's activeness to observe, investigate and study the environment. The actual environmental conditions will also attract the child's spontaneous attention so that the child has an understanding and understands the complexity of knowledge that comes from his environment. Learning materials in the environment around the child will be easy to remember, see, and practice so that learning activities become practical, Sujiono, 2009. Then Lighthart presents the real goods education

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model, a concept which then raises the concept of back to nature school education. The concept of education based on nature or back to nature school, The basic idea is that education in children is carried out by inviting children in real situations through learning in the real natural environment.

Therefore, in Early Childhood Education, a planned effort is needed to stimulate children's growth and development, through nature-based learning.

The purpose of this study was to describe the management of nature-based learning at the Nature School for Early Childhood Education-Barokallah Samarinda. The specific objectives of this study are to (a) describe nature-based learning planning in Early Childhood Education Barokallah Samarinda (b) describe the implementation of nature-based learning in Early Childhood Education-Barokallah Samarinda (c) describe nature-based learning assessments in Early Childhood Education-Barokallah Samarinda.

Literature Review

A. Definition of Early Childhood

According to the Law of the Republic of Indonesia number 20 of 2003, concerning the National Education System in which Article 1 paragraph 14 states that early childhood is defined as children born (0 years) to 6 years old. When viewed from the point of view of chronological age, according to the Agreement of UNESCO, early childhood is a group of children who are in the age range 0-8 years old. Thus, there is a difference in the understanding of early childhood. According to Wiyani, 2016 said that the difference in the age range between UNESCO and the law lies in the principle of child growth and development, in which the age of 6-8 years old is the transitional age from childhood who still needs assistance to children who can be independent, both physically and psychologically.

Early childhood is defined as children up to 6 years that go through the stages of infancy, toddler, and preschool, then proceed to early elementary school-aged 6-8 years. At each stage through a different process of growth and development from infancy, toddler and preschool, and early elementary school.

B. Characteristics of Early Childhood

Early childhood has unique characteristics because they are in a very rapid development process and are fundamental to the next life. According to Suryana (2014) unique early childhood has the following characteristics: a) Egocentric Children, b) Children have Curiosity (Curiosity), c) Unique Children, d) Children Have

Imagination and Fantasy, e) Children Has Short Concentration Power. Based on the characteristics of children listed by Sjamsir (2018) it can be concluded that children need experience to effectively learn, build-up, and improve their learning capacity since they are not prepared for certain structures and complexities.

C. Learning Principles in Early Childhood

The enactment of education for children at an early age is constructed by the principles of the education including orientation to children's needs, by child development and uniqueness of each individual, learning activities carried out through play, children-centered learning, a dynamic, good learner from simple to more complex. (Helmawati, 2015). Based on the Directorate of Education Development in Early Childhood, 2012, the implementation of early childhood education based on the principles of Early Childhood Education

D. Nature-based Learning Principles

According to Betty, 2019, nature-based learning is a concept of learning approach through exposing the nature environment.

The BPPP Development Team of the Ministry of National Education (2008) states that nature learning needs to pay attention to several underlying principles. A number of these principles. including a) Focusing on child development and optimizing development, b) Building children's independence, c) Learning from the natural environment, d) Learning and playing from the surrounding environment, e) Utilizing easy and inexpensive learning resources, f) Learning using an approach thematic g. Building scientific thinking habits from an early age, h) Inspirational, interesting, creative, and innovative learning, i) Providing space for children to learn and be active learning.

Research Methods

The research method used is qualitative research. The data were collected through in-depth interviews, observation, documentation, and questionnaire. Data analysis techniques are data collection, data reduction, data presentation, and conclusions. The credibility test uses data validity through triangulation.

Results and Discussion

The formulation of a Nature-based learning plan in Early Childhood Education-Barokallah involving foundation administrators, school principals, school committees, and teachers.

The initial stage in the preparation of RPPH at Early Childhood Education-Barokallah is to determine Basic Competence (KD). Based on these basic competencies, development programs are compiled covering aspects of early childhood development, such as believing, norms, social, cognitive, language, motoric skills, and arts. At this stage, the teacher must understand the characteristics and principles of learning in early childhood, so that learning programs can be designed according to early childhood development. Early childhood is the most important period in his life, as stated by Mulyasa, 2012 that in the 0-6 years of age is a sensitive period for children so that experts call it The Golden Age.

The second stage is to determine teaching materials or learning materials. Finding the material in the Daily Learning Implementation Plan is very important because, with this material, meaningful learning will be delivered to students. This statement is supported by a study performed by Singgih, 2017 who said that with the material or teaching materials, meaningful learning and mandate or the essence of learning would be fulfilled.

The third stage determines the activities. In the Daily Learning Implementation Plan for Early Childhood Education-Barokallah, learning activities are directed at the use of the natural environment around the school and outside the school which is tailored to the theme and learning material. This is following the results of research conducted by Murray and O'Brien, 2005 which illustrates that the Forest School is a way to introduce children to a school that interacts with nature, feels comfortable, or plays freely outside the classroom.

The fourth stage determines the materials and tools used to carry out the activities that have been determined. Learning tools and materials are prepared to make learning more enjoyable, easier in learning activities and can improve students' understanding of the material being taught. As supported findings in a previous study performed by Syukur, 2019 that showed the advantage of nature-based learning on creating a conducive and pleasant learning atmosphere and improving children's abilities.

Implementation of Nature-based Learning in Early Childhood Education-Barokallah a) The implementation of learning begins with the implementation of introduction to the play environment, welcoming children, Religious and Moral Norms (NAM) and physical motor activities, opening activities and introductions before playing, core activities or introduction to time play and closing or introduction after play.

In nature-based learning at Early Childhood Education-Barokallah, children learn about nature, use nature and be with nature in the classroom (indoor learning) and outside the classroom

(out-door learning). Children will be freer to explore and come into direct contact with what they are learning, to provide a deep understanding to the child until he is an adult. This is by Ward Thomson's research in Singgih, 2017 which states that children's experiences in direct contact with nature can shape their attitudes to become better when they grow up and respect the environment. Nature-based learning in Early Childhood Education-Barokallah, also makes it easier to introduce Allah almighty through his creations, as well as introducing the social environment such as social activities and *Qurban*. This is following Froebel's opinion in Sujiono, 2009 which states that the emphasis of kindergarten learning is focused on three aspects that children should know from an early age, namely: God, Nature, and Humanity. Therefore parents must be involved in some social activities at school. When children at the Nature School for Early Childhood Education-Barokallah learn, they are free to explore, do physical activity, play, communicate and add new vocabulary. This is by research conducted by Schaffer and Kistemen which states that nature-based learning has a positive influence on children in physical activity, concentration, social competence, and language development.

Evaluation of nature-based learning in Early Childhood Education - Barokallah, is carried out every day from the initial activities to the final activities. This is under the ministerial regulation of Education and culture office No. 146 of 2014, regarding the 2013 Curriculum concerning Early Childhood Education, Appendix V regarding the assessment guidelines that the assessment is carried out starting from the child arriving at the Early Childhood Education unit, during the learning process, during rest, until the child returns home. The assessment carried out by the teacher includes three things, namely observations, anecdotal notes, and portfolios. This is following the results of research by Singgih, 2017 which states that qualified teachers can carry out various kinds of assessment assessments with thorough and thorough observations, anecdotal notes, and portfolios. The assessment is carried out to determine the achievement of nature-based learning plans and to assess the cognitive, affective, and psychomotor aspects of the children and the development of other children's abilities.

Conclusion

Nature-based learning planning in Early Childhood Education-Barokallah is compiled by involving foundation administrators, committees, school principals, and teachers. The stages are determining Basic Competence, determining teaching materials, learning activities, tools, and materials used to carry out activities.

Implementation of Nature-based Learning in Early Childhood Education-Barokallah. The implementation of learning begins with the implementation of the introduction of the play environment, welcoming children, Activities of Religious and Moral Norms and physical motor skills, opening and introduction activities before playing, core activities or introductions when playing, and closing or introducing after playing.

Nature-based learning is carried out in the classroom or outside the classroom and children learn about nature, use nature and be with nature. Then in implementing nature-based learning in Early Childhood Education-Barokallah it is by the character and principles of early childhood learning.

Evaluation of nature-based learning in Early Childhood Education-Barokallah is carried out every day from the time the child arrives until the child returns home. Evaluation of nature-based learning in Early Childhood Education-Barokallah uses assessment through observation, anecdotal notes, and portfolios.

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