

Analysis of Outdoor Learning Programs for Early Childhood at TK Labschool UNESA

Izza Ikromatus Sa'adah^{*1}, Eka Cahya Maulidiyah²

^{1,2}Universitas Negeri Surabaya, Indonesia

izza.20079@mhs.unesa.ac.id^{*}, ekamaulidiyah@unesa.ac.id²

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan evaluasi program pembelajaran outdoor bagi anak usia 4-5 tahun di TK Labschool UNESA 1 Surabaya. Penelitian ini menggunakan pendekatan kualitatif dengan melibatkan informan kunci dan informan pendukung sebagai subjek penelitian. Teknik analisis data meliputi pengumpulan data melalui observasi, wawancara, dan dokumentasi dengan metode triangulasi. Proses analisis juga mencakup reduksi data, di mana informasi penting dirangkum dan difokuskan, dilanjutkan dengan penyajian data, serta verifikasi atau penarikan kesimpulan. Kesimpulan dalam penelitian kualitatif bersifat fleksibel dan dapat berkembang sesuai dengan data yang ditemukan. Hasil penelitian menunjukkan bahwa analisis program pembelajaran outdoor di TK Labschool UNESA dilakukan melalui beberapa tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi. Pada tahap perencanaan, guru merancang program pembelajaran outdoor dengan menyusun perangkat pembelajaran yang meliputi program semester, RPPM, dan RPPH sesuai dengan Kurikulum Merdeka berdasarkan Permendikbud No. 262 Tahun 2022.

Kurikulum ini menekankan bahwa kegiatan pembelajaran yang dipilih harus memberikan pengalaman yang menyenangkan dan mampu meningkatkan capaian perkembangan anak, didukung oleh sumber belajar yang nyata di lingkungan sekitar anak. Program pembelajaran outdoor di TK Labschool UNESA secara efektif mendukung prinsip-prinsip Kurikulum Merdeka.

Kata Kunci: *Golden Age, Siswa, Anak Usia Dini, Learning Outdoor*

Abstrak: This study aims to describe the planning, implementation, and evaluation of the outdoor learning program for 4-5-year-old children at TK Labschool UNESA 1 Surabaya. Employing a qualitative research approach, the study involves key informants and supporting informants. The data analysis techniques include data collection through observation, interviews, and documentation, with a triangulation method combining all three. The process also involves data reduction, where essential information is summarized and focused upon, followed by data display, and finally, verification or conclusion drawing. Conclusions in qualitative research are flexible and may evolve based on data findings. The study's results reveal that the analysis of the outdoor learning program at TK Labschool UNESA was conducted through several stages: planning, implementation, and evaluation. During the planning phase, teachers designed the outdoor learning program by preparing learning tools, including the semester program, weekly and daily lesson plans, aligned with the "Kurikulum Merdeka" (Freedom Curriculum) as outlined in Permendikbud No. 262 of 2022. This curriculum emphasizes that chosen learning activities should provide enjoyable experiences and enhance children's developmental outcomes, supported by real learning resources available in the children's environment. The outdoor learning program at TK

Labschool UNESA effectively aligns with the principles of the Kurikulum Merdeka.

Keywords: *Golden Age, Students, Early Childhood, Outdoor Learning*

INTRODUCTION

The early years in early childhood are often referred to as the golden years or can be called the golden age, because children's physical and motor abilities grow and develop rapidly, including emotional, intellectual, language and moral development. According to the 2003 National Education System Law, early childhood is a child who is aged 0-6 years. Howard Gardner stated that the characteristic of children up to the age of 5 years is that they are always able to successfully learn everything. During the golden age, children are very vulnerable to various stimuli in their environment. Children's characteristics are characterized by constant activity, excitement, dynamism, and curiosity with everything the child hears, sees, and feels, almost as if they never stop exploring (Riyati & Hasibuan, 2019). Children are entrusted whose hearts are still clean and innocent like white paper (Sidiq et al., 2022). For young children, playing is a learning process that can occur indirectly. This playing activity can also develop several aspects of development in early childhood, namely cognitive, social, mental, language, spiritual, and motor skills which are very important for children. developed, in order to support the developmental stages of early childhood. This is in line with the explanation from Frederich Wilhelm Froebel (Hasibuan & Ningrum, 2017), namely that children will be left alone to actively observe objects around them using the child's five senses and guarantee a free and independent atmosphere so that later the



child's abilities will develop. This is in line with the theory expressed by Vygotsky that playing can help children develop so they are ready to think about the objects they see independently of representation. The aim of education is to fully develop the personal strengths that will be needed to face life in the future (Ifadloh & Widayati, 2021). Teachers will give children the opportunity to discover new things about themselves (Mutiarra et al., 2023).

Preschool education for early childhood should not only focus on academic matters, but should also be able to provide a learning experience for children. Early childhood education is one of the keys that determines the future of the nation and has an important role in the learning process. This is also reinforced by the Minister of Education and Culture Regulation Number 262 of 2022, which regulates the independent curriculum regarding the structure of the PAUD curriculum which consists of intracurricular learning activities and projects to strengthen the Pancasila profile. The independent curriculum also emphasizes that the learning activities chosen must provide an enjoyable experience and be able to improve children's achievements. Therefore, outdoor learning or contextual based PAUD learning management needs to be utilized so that children can grow and develop optimally. According to Septiani (Ariana, 2016), at an early age children tend not to have many negative effects from the outside or their environment. The values that parents familiarize themselves with from childhood will certainly be remembered until their children grow up. Providing diverse teaching to children must be carried out by teachers to accommodate children's various needs in learning activities (Safitri, 2021).

Wise parents will educate their children so that they can create a good life and vice versa, parents who do not support the child's growth and development process will become miserable. This statement is supported when children can very quickly absorb information or things said as well as behavior from parents which can be recorded in the child's brain. Parental behavior is transmitted to children, whether positive or negative behavior (Maulidiyah, 2018). Parents are the first, main teachers and role models for children (Aprilyani Azir et al., 2022). In order for family involvement in education to be successful, the educational unit, family and community must work together (Safitri, 2023). Protect and educating children to prepare for the future and caring for children can start at home and at school with the family.

The values created by the Ministry of National Education contain eighteen moral values that must be instilled in children to form a national personality, including religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, national love, respect. achievement, friendship and communication, likes reading, cares about the environment, cares about society, and is responsible. Children will gain courage, perseverance, self-confidence and resilience through character development (Setyowati & Ningrum, 2020). Being a parent does not require you to be an expert in everything your child asks about. This will only make parents angrier when their children always ask questions. Therefore, be an honest parent and be open with your child, including when your child has not found a solution. Because the parent's job is to accompany the child, be a good listener and be a place to find an unresolved solution to what is in the child so that he or she does not fall into wrong and irresponsible relationships (Maulidiyah, 2018).



Children's ability to actively build their knowledge is very important for the learning process because later learning can be discovered through various activities such as brainstorming, planning, problem solving, collaboration, exchanging ideas, and joint evaluation (Maulidiyah, 2023). According to Ki Hajar Dewantara, the three main pillars of the success of the education system are school, family and community (Safitri, 2023). The current government is changing the educational paradigm so that it is more centered on students rather than teachers. Students are the center of attention and the main source of knowledge in the independent curriculum. Formulate a curriculum that adapts learning corridors to student characteristics and achievement levels. According to Setiawan, et al, (2022) stated that student characteristics and level of achievement are very crucial in adjusting learning. Learning in implementing the independent learning curriculum in Early Childhood Education does not require children to use Children's Worksheets and monotonous learning systems in learning to read, write and count, but rather the concept of independent learning can make children more active, able to be creative freely and able to express yourself.

Early childhood education places a greater focus on conveying material through real objects. The developmental techniques used must be stimulating to open the child's eyes to an exciting new world. Teachers must also be able to inspire creative thinking and behavior in children (Hakim & Reza, 2015). The learning approach called outdoor learning integrates academic material with real world contexts to provide meaning for students (Andriyani et al., 2015). Outdoor learning emphasizes higher thinking patterns, cross-disciplinary knowledge transfer, as well as collecting, analyzing and

synthesizing information and data from various sources and views. From this explanation, it can be interpreted that what is meant by contextual learning is a strategy used by teachers to convey related learning material to students through the process of providing assistance to understand the meaning of the learning material that children learn by connecting it through the context of the child's own life in the social environment. and the culture of the surrounding community. As an educator, you must give children the opportunity to discover things that are within them (Mutiara et al., 2023).

The stimulation that parents provide to children at an early age is an important part of growth. This is important because children can reach their full potential and development at this time (Fadzil & Maulidiyah, 2023). Children can create their own knowledge about the world through interaction, children can also practice using information they have heard before, combining new information with known skills and testing children's experiences through new ideas, Piaget in (Winarsieh & Khotimah, 2014). Based on the explanation above, it can be concluded that children can create their own knowledge through new ideas and experiences that children have gained. Early childhood education institutions work to maximize the potential and level of development of each child by integrating instructors as professional forces until they have a significant role in teaching (Sari & Reza, 2020). Not everyone is capable of being a teacher because of the great responsibility that comes with teaching (Sa'diyah et al., 2022). The learning process in PAUD institutions takes place from the time the child enters school until he returns to his parents.

Rousseau in (Ratnasari, 2020), considers that learning in early childhood in nature is more valuable than in formal schools.

Outdoor learning is a type of learning method where activities are carried out outdoors, either outside the school or in other places and definitely involve the surrounding environment or nature when carrying out these activities. Froebel emphasized that play is the best way for children to learn, and that any form of outdoor learning should be considered to have at least the same value as indoor activities. Learning is a process of teaching and learning activities to achieve a goal that is expected between educators and students.

One of the innovative learning strategies that can be applied and attracts interest in learning to help children improve developmental aspects is the outdoor learning method, this method can help children understand material more easily and interestingly because children can immediately dive into the surrounding environment and can explore it in detail. directly so that it can improve aspects of the child's development towards the surrounding environment (Maryanti et al., 2019). Apart from that, outdoor learning also helps improve developmental aspects in children. Therefore, having an outdoor learning program is very effective in increasing children's enthusiasm for learning as well as improving aspects of children's development in learning activities. There is previous research on the benefits of learning in open spaces and opinions from several experts who stated that "Natural areas provide essential benefits for physical and mental well-being (Charles et al, 2008; Ryan et al., 2010). Physical education learning is one of the comprehensive learning materials in outdoor learning. It doesn't require a remote location or large costs, just use the existing facilities in the surrounding environment so that it can make it easier for students to learn to recognize the environment.

Children's understanding of topics will be strengthened in a fun learning environment. Outdoor learning is a type of learning method where activities are carried out outdoors, either outside the school or in other places which definitely involves the surrounding environment or nature when carrying out these learning activities. Using the outdoor learning method, there is definitely a solution that contains learning activities while playing for children, because playing is also an effective way for children to develop the abilities they already have (Hasibuan & Ningrum, 2017). Play activities using the outdoor learning method for children can help the learning process while playing with a happy feeling, children also get ample freedom and opportunities to explore the objects found around them.

According to Bredekamp (1987) and Wasis (2022), every child has their own uniqueness, including learning styles, interests, and family backgrounds. This is also true for the children at UNESA 1 Labschool Kindergarten, where each child displays different interests, abilities, and backgrounds, leading to varying behaviors. The researcher was intrigued by a novel phenomenon observed in previous studies, which highlighted the use of various outdoor learning activities conducted weekly. UNESA 1 Labschool Kindergarten implements four different types of outdoor activities each week to support the development of 4-5-year-old children. This research aims to understand the alignment of the outdoor learning program with children's developmental aspects, as this method is considered effective in enhancing their development by using the environment as a learning medium. UNESA 1 Labschool Kindergarten, under the auspices of Surabaya State University, focuses on meeting the needs of early childhood both inside and outside the classroom to help them develop attitudes, thinking,



and social skills. This study combines outdoor learning strategies to prevent boredom and enhance children's understanding of their surroundings, deepening the researcher's interest in analyzing the outdoor learning program for 4-5-year-old children at UNESA 1 Labschool Kindergarten in Surabaya.

METHOD

This research employs a qualitative approach, involving key and supporting informants. The data analysis process includes: (1) Data Collection through observation, interviews, and documentation, often using triangulation; (2) Data Reduction, where essential information is summarized and focused on key aspects; (3) Data Display, primarily through narrative text to help understand field occurrences and guide further research steps; and (4) Verification/Conclusion Drawing, where conclusions may evolve as the research progresses. Data validity is ensured through tests of credibility, transferability, dependability, and confirmability, incorporating techniques like persistent observation, member checks, and triangulation. The research procedure spans pre-research, fieldwork, data analysis, and final report writing stages.

RESULTS AND DISCUSSION

Based on the data obtained by the researcher from various data collection techniques in the form of observation, interviews, documentation and field notes, the researcher analyzed the existing data through several steps such as the steps in the Miles and Huberman theory, namely: a). Data Reduction: 1). Outdoor Learning Program Planning contains learning program planning, especially on child outcomes or

aspects of child development referring to the Independent Curriculum Regulation of the Minister of Education and Culture (PERMENDIKBUD) No. 262 of 2022, namely regarding the structure of the PAUD curriculum. The teacher makes a learning plan which consists of a semester program (Prosem), then a weekly learning program plan (RPPM), and a daily learning implementation plan (RPPH). The plans that have been made by the teacher, every week there are outdoor learning activities, these activities are also adjusted to indicators of the child's ability achievement and will be developed by the teacher in accordance with the stages and curriculum at the UNESA 1 Surabaya Labschool Kindergarten. 2). Implementation includes being carried out according to the child's age and ability stages. There are familiarization activities carried out before carrying out outdoor learning, 3). Evaluation, which consists of an outdoor learning program, can be carried out well and can be achieved optimally, so good planning needs to be done and in accordance with the needs and development stage of the child. So, in general, the outdoor learning program at TK Labschool UNESA 1 Surabaya has been running according to plans that have been designed from the start. CWK, IP, CW, IP. As for the assessments used by teachers to assess aspects of children's development, using the checklist method, series of photos and anecdotal notes.

In the checklist method, teachers can assess children with notes containing indicators of the learning objectives to be achieved. The next assessment method is a photo series. A photo series is a series of photos that record a child's behavior over a short period of time, and is accompanied by brief information in the form of short anecdotal notes. The final assessment method is a record of the work which is the result of



the child's thoughts expressed in the form of real work which can be in the form of handicrafts, works of art, drawings, folds, cutouts, collages, roncean results, and other craft results. Assessment or what can be called assessment. Assessment in the independent curriculum is a series of activities carried out to determine the level of student ability in learning in the independent curriculum. b) Data display, this data display aims to obtain data including planning, implementation and evaluation to provide a clearer picture, and make it easier to take the next steps.

The outdoor learning program at UNESA 1 Surabaya Labschool Kindergarten follows a structured process consisting of planning, implementation, and evaluation. During the planning stage, teachers create learning plans, including Prosem, RPPM, and RPPH, based on the independent curriculum outlined in PERMENDIKBUD No. 262 of 2022, which integrates both intracurricular activities and the Pancasila student profile. Implementation occurs every Friday for 90 minutes and includes morning exercise activities that help children develop positive energy and concentration, in line with Froebel's theory of learning through outdoor play. Teachers evaluate the program by using assessment methods such as checklists, photos, and anecdotal notes, ensuring that the children are meeting the Child Achievement Level Standards (STTPA) as per the curriculum. The research found that the program's success is supported by the infrastructure at the kindergarten, with a noted difference in development between classes using Augmented Reality learning media and those that do not.

CONCLUSION

Based on the results of observations and discussions, the following conclusions can be drawn: the outdoor learning program for children aged 4-5 years at TK Labschool UNESA 1 Surabaya, especially for group A children, was formed through several stages, namely planning, implementation and evaluation. Teachers carry out planning by creating learning tools which include the Semester Program (Prosem), weekly learning implementation plan (RPPM), daily learning implementation plan (RPPH). Meanwhile, the implementation of the outdoor learning program includes who is involved in the activity, the role and performance of the teacher when learning takes place, the actions or behavior of children, supporting factors in the activity, the teacher taking grades when the activity takes place. Stage evaluation of the outdoor learning program at the UNESA 1 Labschool Kindergarten includes whether there are obstacles or not in the implementation process, evaluation of activities, the impact of the outdoor learning program and problem solving.

REFERENCES

- Andriyani, Wina, L., & Dkk. (2015). *PENGARUH STRATEGI PEMBELAJARAN KONTEKSTUAL TERHADAP KEMAMPUAN KOGNITIF ANAK USIA 5-6 TAHUN DI RA AL-IKHLAS TERUTUNG KUTE KEC, DARUL HASANAH KAB, ACEH TENGGARA*.
- Dewi, J. K. (2022). Nilai-nilai Pendidikan Karakter dalam Gerak Dasar Tari Kejei Bagi Anak Usia Sekolah Dasar. *AR-RIYAH : Jurnal Pendidikan Dasar*, 6(1), 115. <https://doi.org/10.29240/jpd.v6i1.4992>
- Fadila, N., & Hariyati, N. (2019). Implementasi Pembelajaran Luar Kelas (Outdoor Learning) Di Sekolah Kreatif Sd



- Muhammadiyah 16 Surabaya. *Inspirasi Manajemen Pendidikan*, 7(1), 1-12.
- Fadzil, A. N., & Maulidiyah, E. C. (2023). The Effect of Mother's Parenting stress on Socio- Emotional Development in Early Childhood. *Martabat: Jurnal Perempuan Dan Anak*, 7(1), 83-96.
<https://doi.org/10.21274/martabat.2023.7.1.83-96>
- Hasibuan, R., & Ningrum, M. A. (2017). Pengaruh Bermain Outdoor Dan Kegiatan Finger Painting Terhadap Kreativitas Anak Usia Dini. *Jurnal Pendidikan (Teori Dan Praktik)*, 1(1), 73. <https://doi.org/10.26740/jp.v1n1.p73-81>
- Maulidiyah, E. C. (2018). Penanaman Nilai-Nilai Agama Dalam Pendidikan Anak Di Era Digital. *Martabat Jurnal Perempuan Dan Anak*, 2(1).
<https://doi.org/10.21274/martabat.2018.2.1.71-90>
- Riyati, & Hasibuan. (2019). Early Childhood Education Journal of Indonesia. *Ijeces*, 2(1).
- Sa'diyah, S. A., Reza, M., Widayanti, D., & Komalasari, D. (2022). Studi Komparatif Kompetensi Profesional Guru Paud Ditinjau Dari Latar Belakang Pendidikan. *JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini)*, 3(1), 35-50.
<https://doi.org/10.26740/jp2kgaud.v3n1.35-50>