



Research in Learning at the Sanggar Anak Alam Elementary School

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ABSTRACT. Learning is a series of processes that students go through to achieve goals. Research can be interpreted as investigation or observation activities to achieve these goals. Sanggar Anak Alam is an educational institution that applies research as a learning method at the elementary school level. This study aims to describe the learning process using research in Sanggar Anak Alam elementary school. This type of research is a literature review with an analysis method, with primary data sources in the form of books related to research at Sanggar Anak Alam and secondary data sources in the form of journals. The results of the study show that research is interpreted as a process of investigation, observation, or search to compile new knowledge and its application. Research in elementary schools is divided into two categories, namely grades 1-3 which focus on mastery of letters and numbers, which are carried out together with one big theme, and grades 4-6 in the form of mastery of letters and numbers to expand knowledge, insights, and perspectives, as well as deepen attitudes and hone abilities or skills, which are carried out independently. Research is carried out through stages, specifically planning, data search, data processing, and presentation.

Keywords: *Research, Learning, SALAM*

INTRODUCTION

According to Ki Hajar Dewantara, education is a necessity in the life and growth of children. The purpose of education is to guide children's natural abilities so

that they, as humans and as members of society, can achieve the highest levels of safety and happiness (Pristiwi, Badariah, Hidayat & Dewi, 2022: 7911). Education is used to elevate dignity and respect so that people can mutually honor one another, regardless of gender, economic status, social status, origin, or group (Siswoyo, 2012: 141-144). Education is the most important aspect of human life. Without education, humans would not possess the ability to survive or have life skills. Education plays a role in shaping a person's character to be noble. Education can be found starting from the primary level, which is the family, followed by formal education in schools, and non-formal education. One important aspect of education is the learning process.

Learning is a conscious effort to manage the teaching and learning process (Wahyulestari, 2018: 199). Learning is a series of processes that students must go through to achieve a goal. In the process, students go through a series of activities that have been arranged by the educator. There are many ways to achieve the goals that have been set, and one of those ways is using the research method. Research is a method where students find the answers to questions that have been prepared. Research can be understood as an activity of investigation or inquiry. Research in learning is a series of activities to find answers to students' curiosity about a particular subject.

The application of research in the learning process has long been implemented at Sanggar Anak Alam (SALAM). Sanggar Anak Alam (SALAM) is an educational institution committed to facilitating its

students in discovering knowledge on their own. This is in line with research that states the teaching and learning method at Sanggar Anak Alam (SALAM) predominantly uses active or action learning, where children learn through experience. By experiencing things firsthand, it is hoped that students will learn more enthusiastically, without getting bored, and become more active (Febriani, 2019: 36). In this educational institution, research is a key activity that students must engage in from the Playgroup level up to Senior High School. Through research, students are actively guided to discover knowledge on their own.

One study states that the learning process at Sanggar Anak Alam (SALAM) uses the concept of life school. Running a life school is not sufficient if it only takes place in the classroom between teachers and students. Therefore, a holistic learning process is required, involving both parents and the local environment (Halimah, 2018: 806). The research method, where students actively find their knowledge, aligns with the life school concept applied at Sanggar Anak Alam (SALAM).

Primary school is one of the education levels children go through after graduating from kindergarten, including at Sanggar Anak Alam. At this stage, children begin to enter the concrete operational pre-stage of development. In the concrete operational pre-stage, children begin to learn abstract material, although it is still limited. At this stage, children's thinking patterns also start to develop, marked by an increasing curiosity.

The implementation of the research method at SALAM, particularly at the Primary School level, has

sparked the researcher's interest to review and examine this activity. Therefore, this study aims to describe the learning process using research that has been carried out at the Primary School of Sanggar Anak Alam. It is hoped that this research will provide a new perspective in the development of the learning process as well as in more recent studies.

METHODS

This research is a literature study using an analytical method. The primary data sources come from books related to the research activities at Sanggar Anak Alam, supported by secondary data in the form of scientific journals. These primary and secondary data sources are reviewed and then analyzed to serve as references in describing the research activities that have been implemented at the primary school level of Sanggar Anak Alam. A literature study was chosen due to the researcher's limitations in accessing the research location. Therefore, the analytical method is considered to effectively represent the researcher's constraints.

RESULT AND DISCUSSION

Result

Sanggar Anak Alam (SALAM) is a community engaged in non-formal education. SALAM is located in Nitripayan village, RT. 004 Jomegatan, Ngestiharjo, Kasihan, Bantul, Yogyakarta (Halimah, 2018: 806). SALAM has become an integral part of the surrounding community. In other words, SALAM and the community have created their synergy. Schools and communities should learn from each other. The learning process at

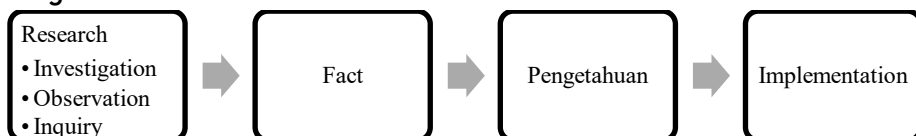
SALAM is deliberately designed to enable children to learn about society as well (Rahardjo, 2019: 57). Specifically, the learning process at SALAM is carried out by forming a learning community consisting of students, facilitators, students' parents, and the broader community or environment (Kholis & Rigianti, 2023: 143). Research is the primary method SALAM uses to achieve its objectives.

Research in the learning process is a common practice for students at SALAM. Research becomes a mandatory activity for students to acquire their knowledge, even at the elementary school level, with the assistance of facilitators. Facilitators are the term SALAM uses to refer to educators at the institution. Mastery of genuine knowledge must be experienced directly through all senses, physically and spiritually, and must be directly connected to the influences of life and daily experiences (what is done and what is experienced) (Rahardjo, 2019: ix). Thus, during the learning process, students play an active role in acquiring knowledge through direct experiences.

In SALAM, research is understood as a process of investigation, observation, or thorough inquiry to obtain facts, which then serve as the basis for constructing new knowledge and applying it according to this newfound understanding (Gernatititi, Rejeki & Wahyaningsih, 2019: 101). The research conducted by children focuses on topics that interest them and aligns with their educational level. When children learn something based on their interests and curiosity, they will remember, understand, and even discover the knowledge they need for their lives (Gernatititi, Rejeki

& Wahyaningsih, 2019: 101). To motivation, before starting any activity, children already possess an intrinsic motivation to engage in something that excites them. This motivation makes the learning process easier to undertake. This is supported by the statement that motivation plays a very significant role in determining the outcomes and processes of learning (Wahyuni, 2020).

The interpretation of research at SALAM, as described above, can be illustrated in the following diagram.



Pict. 1 The interpretation of research at SALAM

Research activities at SALAM vary across educational levels. These variations are adjusted to align with the children's age development. Therefore, the research conducted by elementary school students differs from that of middle and high school students. This study focuses on research activities at the elementary school level. Research at SALAM's elementary level is categorized into two groups: grades 1–3 and grades 4–6.

In general, the primary focus of elementary education after early childhood education (KB and TA) is for grades 1–3 to emphasize mastering letters and numbers through learning processes involving real-life events. Meanwhile, starting from grade 4, the focus shifts to using letter and number proficiency to broaden knowledge, insights, and perspectives, deepen

attitudes, and sharpen abilities or skills (Rahardjo, 2019: 122).

The learning process at SALAM begins with real-life daily events within the school and surrounding environments. From these events, students are expected to identify and understand two aspects inherent in the events: the explicit and the implicit. Explicit aspects are general elements that can be seen and perceived by the senses, such as the shapes of letters from A to Z or number symbols from 0 to 9. Students are trained to recognize and understand these letters and numbers (Rahardjo, 2019: 122-123).

Implicit aspects are contextual and represent the meanings or relationships conveyed by letters and numbers, which reflect the realities surrounding us. Learning to understand letters and numbers is a step toward enabling students to interpret the implicit meanings in their environment, beginning with research or investigation (Rahardjo, 2019: 123). To grasp the implicit aspects of letters and numbers, students are guided to conduct research. Every event or activity students engage in plays a significant role in their learning process.

When linked to contextual learning, the learning process at SALAM aligns with this concept. Research suggests that learning experiences are not limited to the classroom but are more meaningful when extended beyond it, requiring students to respond to and solve real-world problems they face daily (Khadir, 2013: 36). The most critical part of the learning process involves tangible events or facts that children encounter in their surroundings. These real-world experiences become

meaningful learning opportunities, prompting children to think actively about events and solve problems. Knowledge is acquired through such experiences.

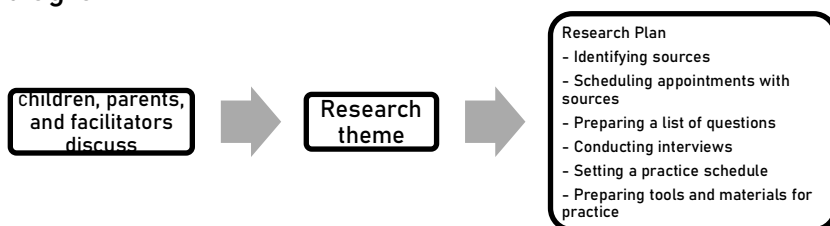
For grades 1–3, while the primary focus is on mastering letters and numbers through real-world events, children are not required to immediately achieve fluency in reading, writing, and arithmetic. These skills develop gradually through habits introduced early on. Learning to read, write, and count does not mean directly mastering the skills but starts with exposure to simple, everyday things with adult guidance (Gernatititi, Rejeki & Wahyaningsih, 2019: 106). In SALAM's grades 1–3, there are no activities like spelling or direct reading instruction. Instead, children begin to recognize letters and numbers and eventually learn to read, write, and count through research activities.

Students in grades 1–3 conduct group research. A broad theme is chosen for the entire class to explore together over a semester. Events that arise during the research become the basis for shared learning, especially in developing reading, writing, and arithmetic skills (Gernatititi, Rejeki & Wahyaningsih, 2019: 106). This thematic group research allows children to collectively participate in planning, observing, and experiencing the process. These experiences play a significant role in fostering various skills, including reading, writing, and arithmetic.

In grades 4–6, SALAM transitions to encouraging children to conduct independent research based on their interests. Children select their research themes according to their preferences and abilities. The research approach involves creating experiences

closely related to the children's contexts. Although conducted individually, all students follow the same stages in their research: planning, data collection, data processing, and presentation (Gernatatiti, Rejeki & Wahyaningsih, 2019: 115). At this level, students engage in independent research driven by their interests. This interest serves as part of their intrinsic motivation, making the learning process easier.

During the planning stage, students collaborate with facilitators and parents to discuss and determine the themes for their research. Facilitators and parents provide a collaborative space to consider the possibilities and consequences of their choices. Subsequent activities include identifying sources, scheduling interviews, preparing questions, conducting interviews, scheduling practical sessions, and preparing tools and materials for experiments (Gernatatiti, Rejeki & Wahyaningsih, 2019: 115). The stages of this process can be illustrated in the following diagram.



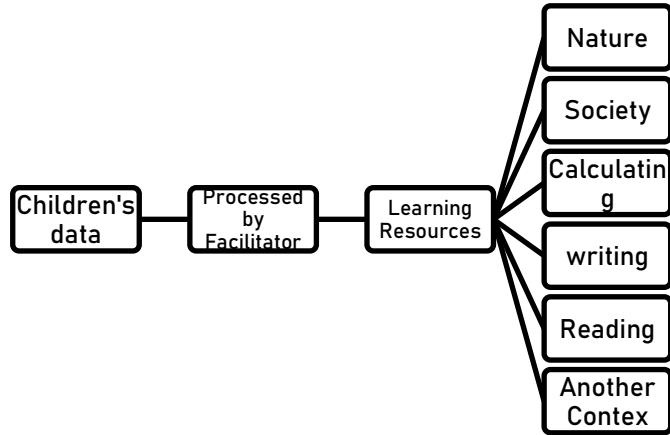
Pict 2. Planning stage

The second stage is data collection, which is usually associated with performing practical activities based on interviews with sources (Gernatatiti, Rejeki & Wahyaningsih, 2019: 115). Parents accompany children during these activities, helping them by documenting the

process through photos and videos. At this stage, children often fail in their attempts, but such failures are viewed as part of the learning process (Gernatatiti, Rejeki & Wahyaningsih, 2019: 115). During this second stage, parents play a role in their children's research, albeit limited to accompanying and documenting. The presence of parents has a significant impact on the learning process. It can be said that parents and the school collaborate to support the child's learning journey.

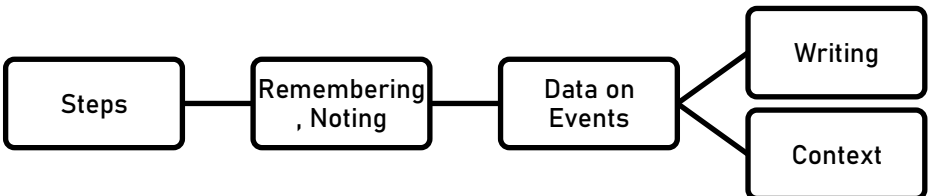
While conducting practical activities, children gather a lot of data. In the third stage, this data is processed by the facilitator to become shared learning resources in contexts such as nature, social studies, mathematics, writing, reading, or others. Every morning, the facilitator invites a child to share the progress of their research. Since each child has different data, the entire class ends up with a variety of learning resources, corresponding to the number of children in the class. Each child contributes to the collective knowledge, helping achieve the general learning goals of the class—no data is wasted (Gernatatiti, Rejeki & Wahyaningsih, 2019: 116). At this stage, the facilitator plays a crucial role in transforming the raw data from each child into learning materials for the class. The facilitator here has the ability to connect the children's findings to various academic contexts and to draw out their knowledge through the learning

materials derived from their discoveries.



Pict. 3. Data Analysis Stage

In their daily activities, the class facilitator will help each child to remember and take notes (chronology), convert events into data (reconstruction), and produce notes/writing to be linked with the learning context (Gernatititi, Rejeki & Wahyaningsih, 2019: 117)



Pict 4. Learning Process

Discussion

The findings above can be summarized in a single discussion. The results of this research consist of findings obtained by the researcher through the review of various research sources, both primary and secondary. Based on the researcher’s findings, it can be explained that the research activities at SALAM are

activities full of student engagement. It can be said that these activities are student-centered. The research activities include investigation, observation, and data collection to obtain facts. These facts then become the foundation for constructing new knowledge and its application.

Specifically, for the elementary education level, research activities are grouped into two categories: grades 1-3 and grades 4-6. Although grouped into two different categories, the activities still have a connection, and both stem from real-life events in daily life, whether within the school environment or the surrounding environment. These differences can be explained in Table 1 above. Other differences can be explained through the following table.

Class	Different
1-3	Group research Determined by one main theme Research as a habituation to introduce basic literacy and numeracy
4-5	Independent Research Themes based on interest and ability

Table 2. Differences in research for each class

The implementation of research is carried out through several stages: planning, data collection, data processing, and presentation. These stages are outlined in detail, allowing children to actively participate or contribute in each stage of the process.

The daily activities of the students with the facilitator include remembering and noting (chronology), converting events into data

(reconstruction), and producing notes/writing to be linked with the learning context. The final result, in the form of this learning context, becomes the learning achievement.

CONCLUSION

Research at SALAM is understood as a process of investigation, observation, or careful search to obtain facts, which serve as the basis for creating new knowledge and applying it according to the new understanding. Research at the elementary school level is divided into two categories: grades 1–3, which focus on mastering letters and numbers through group research on a single broad theme, and grades 4–6, where mastery of letters and numbers is used to broaden knowledge, insights, and perspectives, as well as deepen attitudes and refine abilities or skills, conducted independently. Research is carried out through stages: planning, data collection, data processing, and presentation.

The research activities applied at SALAM can be used as a reference for an effective learning method to help children acquire their knowledge and integrate with their environment and real-life situations. Research activities can be adapted by both family education and formal education. Parents and teachers can implement research activities with their children or students.

This study is limited to the analysis of books and academic journals. Therefore, documentation results and the role of the researcher as a human instrument are necessary for future research. It is hoped that this research can contribute to future studies.

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