

Outbound Learning in the Development of Emotional Social Aspect of another Age in PAUD Dompu Regency

Siti Zaenab

STAHN Gde Pudja Mataram, Indonesia
chilasita68@gmail.com

Abstract: This study aims to determine how the expectations of teachers towards learning outbound. Bright observations from early childhood Ceriah-Ceriah in Dompu is the emergence of children's social emotional and visible reluctance of children to socialize with peers, due to the habit of playing alone with sophisticated game tools such as mobile phones and the like, as well as the lack of parental supervision of the child's learning to be disturbed. Therefore, expectations for outbound learning function as a preventative measure against the development of children for the better. The problem is, the child's growth will inhibit and smooth the learning process is not good, the child is only active themselves and do not want to socialize with his friends. The research type is qualitative descriptive with phenomenology approach. Data collection techniques through observation, interviews, and documents, this study use data analysis and check the validity of data to determine the validity of a study. The theory used is the functional structural theory, the theory of Constructivism and Motivation theory. The results of this study are: (1) the principal is expected to provide outbound learning for every day; (2) to the teacher is expected to provide an understanding of the social aspects of children's emotional to be brave and socialize with peers; and (3) to parents to be given understanding of the child that learn from Environment is very important.

Keywords: expectations, outbound learning, children

I. INTRODUCTION

Early childhood education is one form of education that focuses on the basic laying of growth and development of children, namely: moral and religious development, physical development fine and coarse motor coordination, intelligence, cognitive, thinking power, creativity social emotional attitudes and emotions language and communication, in accordance with the uniqueness and stages of development according to age group passed by early childhood.

There are many great expectations that parents have for them. For the sake of the child's progress parents can sacrifice anything including his education. Every parent wants the best education for the child. But most parents are still less precise in providing educational demands for children. Many parents want their children to be intelligent, intelligent and class champions by cramming a whole range of additional study subjects outside of school time as soon as they enter elementary school.

Without sufficient supplies, the demands of such parents will only burden a child who has not time for this kind of thing in accordance with the opinion (Zaenab, 2016). Looking at the facts in the field, it is proper that the government of West Nusa Tenggara is paying attention to the education of early childhood which is increasingly less relevant to the demands of today.

Without the ability of human resources, maturity of intelligence, emotional, social, physical, and morals as personal guidance, all information will be easily accepted by children as an intrinsic truth (in accordance with the results of researcher observations dated March 22, 2017). Early observation results in several PAUD in Dompu can actually be avoided by optimizing the potential of children since early childhood education is very helpful in supporting the 9-year compulsory education.

Children at the age of 0-6 years should get

special attention because at this age the mental and emotional readiness of children began to be formed. Research on PAUD Ceriah-Ceriah shows that the quality of education and academic success is significantly in the background of teacher's expectation that better quality of early childhood education is mental and emotional preparedness of children. But the reality of education is now silent on the spot.

Undertaking education is not easy and many problems are faced to be resolved (in accordance with the results of observations of researchers dated March 22, 2017). Education needs to be packaged in such a way that it can touch the target according to educational goals. To know the definition of education in the present perspective, has formal and operational formulation, as stated in the Law Number 20 of 2013 on Educational National System, namely: Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners are actively developing the potential himself to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed for the benefit of society, nation and state.

The problem of education at this time depends on the way students learn that need attention because the quality of student learning is quite apprehensive. In general there are some who lack the willingness to learn due to play factors that are restricted by their parents (the Law Number 20 of 2013 on Educational National System). From the above description, to overcome difficulties in dealing with early childhood a teacher must work hard and use various media, learning expectations can increase the child's attraction to be more active and active learning. This is the desire of the teacher and all parents.

Therefore expectations of outbound learning functioned as a preventive effort against the symptoms that inhibit the development of children. With this problem will inhibit the smooth learning process that makes the students only active themselves and do not

want to socialize with friends.

II. METHODS

The research design is basically to make an activity before the research is done. This study uses a qualitative approach, because qualitative research methods are considered most suitable for researchers to examine outbound learning expectations in the development of emotional social aspects of children in PAUD Ceriah-Ceriah in Dompou. By using descriptive qualitative research method is expected able to collect and provide information obtained in research location from teacher, which may not be obtained through qualitative research method.

Selection of this type of phenomenology research because in accordance with the purpose of research, in the development of emotional social aspects of children in PAUD Ceriah-Ceriah in Dompou This research was conducted by taking the location in PAUD Ceriah-Ceriah in, Pajo District, Dompou Regency. The location of this study was chosen purposively from several PAUD in Dompou with a phenomenological location because it has some uniqueness and has backwardness in the world of education. The data source is the subject from which all data can be obtained.

In the opinion of Sugiyono (2009), states that the data sources used in this study there are two namely: Primary data is data obtained directly from the source, observed and recorded for the first time. Primary data used in this research is data obtained from the results of observation and interview research with principals, teachers and parents in PAUD Ceriah-Ceriah in Dompou. Data collection techniques in research used are: observation, interview, and documentation (Bogdan & Biklen, 1982).

Documentation is intended to obtain direct data from the research site, covering relevant books, regulations, activity reports, photographs, documentation films, data relevant to the research (Ridwan, 2006). In the data analysis is done checking in accordance with the type of data processing used in each problem then summarized for the overall problem under study (Faisal, 2001). In qualitative research, research was conducted with three techniques, namely: (1) data reduction; (2) data presentation; and (3) data deduction.

Riyanto in Zaenab (2015) states that the data conducted by researchers can be trusted and accounted for scientifically, it must check the validity of data. Checking the validity of data is a step to reduce errors in the process of producing research data which will certainly impact on the end result of a study conducted. In the process of checking the validity of data, the researcher performs data credibility, transferability, dependability, and confirmability.

III. RESULTS AND DISCUSSION

In the discussion and the results of this study more emphasized how to strengthen the theory used in the problem of outbound learning expectations in PAUD Ceriah-Ceriah in Dompou. In this study, it was found that teachers actually provide this method highly

motivate the child's emotional emotions associated with. To examine the results of the research that has been found and compared with the relevant research reinforce the problems in accordance with research that has been studied are among others Outbound is a method of training, therapy or learning that uses nature as its medium, in which individuals or groups who daily live with saturation because of the activities performed are given a training in the outdoors to eliminate the saturation they experience.

How can PAUD teachers be well-learned outside the room? The results of this study are to answer this first question is the teachers early childhood feel foreign learning outside the classroom. This is because teachers do not have the ability to educate young children through learning outside the classroom. Because the government has provided education funding to teachers of early childhood that had a high school diploma and schooled as a teacher who has a PAUD education qualification. With the aim that PAUD teachers graduated from S1 PAUD can better way of teaching than before having education S1 PAUD.

But the findings in the field are these teachers do not want to leave the family caused first: leaving the family very difficult, heavy, worried family is not intact anymore. Both of these teachers already have grandchildren and economic life as well as the first reason they do not want to continue their education. Therefore, the government's expectation is contrary to the condition of teachers in this area. Yasin (2013) this will affect the pattern of education will be an early age if the early childhood teachers do not want to continue studies undergraduate PAUD degree. This is in accordance with expected conditions as the expectation of the following research: Expectations Expectation is a big expectation that is burdened on something that is considered will be able to bring good or better impact.

Etymologically the word expectation comes from English that is expectation or expectancy which when translated directly into Indonesian dictionary will mean hope or expectation level. In other words, expectations are what are most likely to happen, which are child-centered, realistic or perhaps unrealistic beliefs about the child's behavior, the performance of a teacher or a demanding person, or a command (Ministry of Education and Culture, 1990).

Characteristics of Early Childhood Based on the Law Number 20 of 2013 on Educational National System (article 1 point 14) the meaning of early childhood is an individual who is in the age range of birth up to 6 years (0-6 years). The broader age limit given by the National Association for the Education of Young Children by defining early childhood is the age range from birth to 8 years according to Suyanto's opinion (2005), which states that the goals of curriculum development are based on Developmentally Appropriate Practices (DAP).

One of the characteristics of early childhood that can not be separated from the effort to understand children is the task of child development. By knowing the tasks of child development, educators and parents can always evaluate the development of children to fit

the norm of development that takes place in children who have the same character. According to Gordon & Browne (1998) states that development is the tasks in general that must be controlled by children at a certain age and in certain communities in order to obtain the happiness of life and able to complete the task of further development. So it can be concluded that early childhood is the age limit of children before entering the elementary school age or has entered the initial classes in elementary school. Educational endeavors aimed at early childhood are related to preparation for entry into higher education.

Efforts to provide educational services for early childhood should be done with attention to the characteristics of children so that it can really optimize the development of children. Social and Emotional Behavior of Early Childhood According Syaodih & Agustin (2008) states that social behavior is an activity in dealing with others; both with peers, teachers, parents and children when interacting with others, the child will experience meaningful events in his life that can help shape the child's personality.

Gordon & Browne (1998) mentions that there are 4 groups of social skill development that can be learned by children in bright early childhood, that is skill in relation to: developing relationships with adults, fostering relationships with peers, self as an individual who is in the social environment. In developing relationships with adults, children are entitled to be treated fairly in obtaining scaffolding or developmental propagation.

In addition, intelligence is also closely related to cognitive development. Jamaris (2006) mentions that the cognitive development of early childhood children is in the preoperational phase that includes 2 aspects, namely: (1) symbolic thinking, ie the ability to think about objects and events even though the objects and events are not present physically real in the presence of children; and (2) egocentric thinking, ie the way of thinking about right or wrong, agreeing or disagreeing from one's own point of view.

Therefore, the child has not been able to put his or her point of view in the other person's point of view, intuitive thinking, that is, the ability to create something, like drawing or drawing blocks, but not knowing exactly why to do so. Goleman in Musthofa (2007) explains that the root of emotion, *movere*, is a Latin verb meaning to move or move after getting the prefix 'e' to *emovere*, giving meaning away, implying that the tendency to act is absolute in the emotions. Briefly, Claxton in Ratnasari (2005) suggests that so-called learning through experience is a learning process in which the subject does something not just think of something. Given the direct experience of a phenomenon, one can easily grasp the essence of experience.

Furthermore, outbound is done full of excitement because it is done with the game, so that children feel happy when following the learning activities. Outdoor learning experience will provide emotional stimulation and excitement in children. The term experiential learning is the concept of an activitybased learning form, meaning it involves a

mental state formed through individual experience. States that knowledge is the result of a combination of understanding and transforming experience (Baharuddin, 2003). Similarly, experiential learning approaches can facilitate an understanding of the concept of things that can lead to failure or success in completing a task. The three modalities that are, cognitive mind, affective emotional and psychomotor (motor movement physics) actively will be directly involved in recording a thing being studied, by experiential learning approach.

Every effective learning process requires the following stages: (1) experience formation; (2) reflection; (3) formulating concepts; and (4) testing concepts. In this study there are three theories that become the foundation in the findings of this research as supporting the development of children. The theory, among others, is the theory of Tabularasa, the theory of Nativism, and the theory of convergence. Tabularasa's theory says that the newborn child can be likened to a white paper that has not been written on a sheet at white paper avoid of all characters.

Thus, from birth the child has no talent and no trait whatsoever. The child can be formed as much as the educator and the power that is available to the educator. Education and the environment have power over the formation of children. The opinion of Suyanto (2005) states that talent and innate can also be called empiricism, a flow that all human skills and knowledge arise from the empirical experience that enters by means of the senses. This researcher uses behaviorist theory is also similar to the tabularasa theory.

Behaviorism does not recognize innate and hereditary, or hereditary traits. All education, according to behaviorism, is the formation of habits, that is, according to the customs prevailing within the circle of a child. The opposite of empiricism is nativism. The theory of Nativism states that every child since birth already has various traits that will develop themselves according to their own direction. They are also good and some are bad. Education is unnecessary and powerless. According to this theory the child must be able to adapt to the environment in order to interact with each other.

With interaction will make the child can get a lot of information either from friends, neighbors or others. Environmental factors are very influential, especially in shaping the character and character of children in behaving. Like a child who goes to school at a favorite school, he will always study hard so as not to be left behind with his classmates or even want to be the best in his class. Conversely, if the child is school in a school whose children are naughty or lazy will make him affected the nature of lazy because often hang out with the lazy child, so their learning spirit was down. Therefore the child must be very clever to choose the best positive influence for yourself and others and leave the negative nature in order to expend all the potential that he has. The flow of education that embraces empiricism and tabular theory is called the flow of optimism. Both theories turn out to be one-sided.

Both theories are true and some are not true.

Therefore, to take the truth of both, Wiliam Stern, the German psychologist, has combined these two theories into a theory called the theory of convergence. Convergence Theory proposed by William Stern (1929) which is a combination of the theory of nativism with the theory of empiricism. This theory states that the growth and development of humans depends on two factors namely the innate or talent and the environment or school. This theory recognizes that humans from birth already have the talent or basic potential that can be developed but the process of development is very dependent of the environment they occupy, such as family environment, school and community (Danuminarto & Santosa, 2007).

So to develop human potential according to the theory of convergence is to combine the innate and interaction of children in the environment. So children who are born smart will get smarter if mingle with the environment, otherwise if not associate with the intelligence environment will be fixed or not developed in accordance with the formulation of existing problems. The theory of convergence of children born has potential in the form of potential nature and must be developed through environmental influences including the educational environment; therefore the task of educators is to deliver developments as closely as possible in accordance with the potential of children so that later become a useful person for themselves, family, nusa, and nation. Cerah-Cerah Institution which is managed by Bu Astuti is an educational institute of Cerah-Cerah in Dompu.

Thus what is expressed by the researcher about the outbound learning expectations is the totality of the pattern of learning system of children's emotional development in PAUD Cerah-Cerah, which has, idiologis, value, norm, and attitude for the development of education that has not been implemented so far. Dikpora in Dompu Province West Nusa Tenggara, is an institution engaged in education services ranging from early childhood education to higher education.

The phenomenon that exists in Province West Nusa Tenggara especially in Dompu Regency towards early childhood development learning to putbound method by PAUD teachers in education service becomes object of study which is interesting enough to be studied. Therefore, there is a need for more in-depth study on: (1) outbound method toward PAUD teachers; and (2) teacher's effort in developing emotional social aspect of children In general, the problems faced by teachers in outbound learning toward, social aspects of emotional in early childhood Cerah-Cerah is the coaching to teachers and parents. The development of teachers of early childhood teachers is still very limited for education in the region and for learning in early childhood (Danuminarto & Santosa, 2007). In terms of coaching teachers in this outbound learning, having difficulty in involving educators, tutors in socialization, training and workshops need to be given as much as possible.

This is due to limited human resources so that the training and workshop is still very little intended to strengthen the teacher's understanding in outbound learning will be better in order to continue to grow.

Research results can be obtained that the expectations of outbound learning in the development of social aspects of children's emotional in early childhood Cerah-Cerah in Dompu is a must for children in developing socialemosional children in school. PAUD teachers' position children outbound education in the social aspect of children's emotional is a social reality that occurs in early childhood in NTB province, especially in Dompu. In this case, PAUD teachers on existing outbound learning can be understood as a pattern of solving external and internal problems applied by early childhood teachers, consistently to carry out tasks in advancing learning in any ECD in Dompu.

IV. CONCLUSION

Obtained is Outbound Activities provide good motivation in the development of creativity, because this activity is a training based on the principle of experiential learning presented in the form of games, discussion, simulation and adventure as a medium of delivering material to children from an early age. Recommendation, various efforts of teachers conducted to overcome the problems in the contribution of outbound learning methods to PAUD Cerah-Cerah that training and workshop held with very limited human resources. Similarly in the form of learning both indoor and outdoor still many educators are very limited understanding of outbound learning, so many teachers who use this learning can contribute to other PAUD.

REFERENCES

- [1] Ancok, D. 2006. *Outbound Management Training*. Yogyakarta: UII Press.
- [2] Baharuddin, and Wahyuni. 2003. *Teori Belajar dan Pembelajaran*. Jogjakarta: Ar-Ruzz Media.
- [3] Bogdan, R. C., and Biklen, S. K. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon, Inc.
- [4] Claxtron, C. E., and Ratnasari. 2005. *Early Childhood Curriculum: A Creative Play Model*. Ohio: Prentice Hall.
- [5] Danuminarto, H., and Santosa, A. B. 2007. *Experiential Learning by Outbound*. Surabaya: Titik Terang Publishing-Multimedia.
- [6] Goleman, T., and Musthofo. 2005. *Child Abuse (Kekerasan pada Anak)*. Jakarta: PT Gramedia Pustaka Utama.
- [7] Gordon R. B. 1998. *Consumer Psychology for Marketing*. London: Pearson.
- [8] *Kamus Bahasa Indonesia*. 19990. Jakarta: Departemen Pendidikan dan Kebudayaan.
- [9] Moleong, L. J. 2008. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- [10] Zaenab. 2016. *Metode Penelitian Pendidikan*. Surabaya: SIC.
- [11] Stern, W. 1924. *Psychology of Early Childhood up to the Sixth Year of Age has Reviews*. Published by Arno Press.
- [12] Sugiyono. 2007. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- [13] Suyanto, S. 2005. *Dasar-dasar Pendidikan Anak Usia Dini*. Yogyakarta: Hikayat Publishing.

- [14] Syaodih, and Agustin 2008. *Model Pembelajaran Menciptakan Proses Belajar Mengajar*. Bandung: Pustaka Setia.
- [15] *Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Bandung: Citra Umbara.
- [16] Yasin. 2013. *Outbound sebagai Model Pembelajaran untuk Melatih Kemandirian Siswa SMP Alam Al-Ridho Kota Semarang*. Thesis. Semarang: Universitas Negeri Semarang.
- [17] Zaenab, S. 2015. *Metodologi Penelitian Pendidikan Kualitatif Perspektif Kekinian*. Malang: Selaras.
- [18] Zaenab, 2016. *Profesionalisme Guru PAUD Menuju NTB Bersaing*. Yogyakarta: Deepulisher.