



Practical Life Activity Improves Early Age School Students' Independence

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Abstract. The background of the present study was the children's low independence due to the lack of teacher giving chances for them to have independent learning activity directly, as the frequent used of students' worksheet and lecturing method in improving students' understanding. The study aimed at knowing the improvement of students' independence through practical life activity. It was conducted on the group A of KB/TK Islam Bintang Kecil Colomadu with 17 students, principal and teachers of group A, as data source. The method of the study was qualitative using descriptive approach. The data were collected by interview, observation and document. Miles and Huberman model was used to have data analysis through stage of data reduction, data display, and conclusion drawing. The condition of practical life activity to improve early age school students' independence has been improved. Result of the study showed that practical life activity to improve early age school students' independence in KB/TK Islam bintang Kecil Colomadu, has improved in varied level, students have been independent. Besides, students were more enthusiastic as they practice directly and used original media in daily life, not fake or toys.

Keywords: Practical Life · Independence · Early Age School Students

1 Introduction

Early age is such a golden age for children's growth to get education. This period is the most meaningful phase for children to recognize various facts in the environment as stimulus to recognize the development of their personality, cognitive and social [27]. Early age is the golden age in developing children's potentials and ability which is very important and needs special attention. If the potentials are not developed optimally in this period, it will have impact on the children's future life. Regulation of RI No. 20 in 2003 concerning education system for early age children defines it as effort of guidance for children since they are born up to six years old through educational stimulus to help their physical and mental growth and development to be ready in entering the next educational stage [13]. Early age school of kindergarten is a joyful education by principle of "learning by playing, playing by learning". Teaching learning activity in the early age school must be noticed to achieve the goal. One goal of the early age school is introducing independence for children since at early age [23].

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Kindergarten (TK) according to the National Education Ministry is a form of early childhood education unit in the formal education pathway that organizes educational programs for children aged four to six years. The achievement level of the development of children aged 4-5 years in the social emotional sphere includes being independent in choosing activities, showing self-confidence, willing to share, helping and assisting friends. Therefore, developing children's independence is very important for the children's basic attitude to live in society [16]. Low independence in early childhood is an obstacle for children to attend higher education [6]. Therefore, it is important to instill children's independence from an early age because by giving children training of independent, they children will not rely on others and can grow to have a powerful mental and form a superior personality [21]. Independence is one important aspect must be possessed by everyone, because it serves to help achieving life goals, success. When a child is not independent, it will be difficult for them to achieve something optimally [28]. Independence can be taught in form of learning to provide meaning and experience for learners. Learning is a process in building situations, as well as learning conditions through structuring implementation of learning objectives components, and evaluations aimed at achieving children's learning outcomes. From learning activities which provide experience, it is expected that there will be a change in behavior [15].

1.1 Independence

According to the Great Indonesian Dictionary (KBBI), independent is not relying on other people, while independence is the state of being able to stand alone without relying on others. Independence is a major life skill and one needs to fulfill since the beginning of their age [26]. Independence is an individual's internal strength obtained through the process of individuation. Therefore, independence is having an spirit/ enthusiasm to be better and more confident, managing thoughts to analyze problems and make decisions to act, be disciplined and responsible and not depend on others [25]. Children independence is the children's ability to carry out daily activities and tasks [10].

Morisson (2016) states that independence is children's ability to do their own tasks, take care of themselves and start working on projects without always being told what to do [29]. Abudin Nata argued that independence is an attitude related to the ability to make choices, express ideas and thoughts, have the courage to make decisions, and be responsible for those decisions [31]. Desmita stated that independence is the ability to control and manage thoughts, feelings shame and doubt [11]. According to Hurlock, independence is the ability to carry out daily activities or tasks without or with a little guidance, based on the stage of child development [18].

Parker explained that independence is the ability to manage everything in oneself and one's own, namely knowing how to manage time, walk and think independently, accompanied by the ability to take risks and solve problems. The independence experienced in childhood is focused more on motoric, because early childhood themselves usually carry out activities related to physical motorism, such as trying to eat on their own, cleaning up toys after playing, wearing their own socks and shoes, bathing and dressing themselves. The earlier the children's age to practice independently in carrying out developmental tasks, the more mature the development and the people around or

parents will be more proud for them and it is expected that independent values and skills will be more easily mastered and can be firmly ingrained in them [17].

The field reality when researcher conducted preliminary observations at KB/TK Islam Bintang Kecil Colomadu saw that upon arrival the students were ushered into class, there were still children who were not able to take off/put on their own shoes, when they wanted to go to the toilet the children could not take off and put on their own pants, when learning in the classroom, children often let toys scatter after being used to play, they were not returned to their initial place. Factors causing independence problems include the lack of opportunities for children to carry out independent learning activities directly, because they often use worksheets and lecturing methods to increase understanding, while children need freedom in choosing activities so that they become independent children and does not depend on others [19].

1.2 Practical Life Activity

Practical life is daily life activity directly performed in learning life skill on early childhood to improve their independence. The mentioned opinion is suitable with Maria Montessori who states that practical skill is not only teaching skill merely, but also assisting them to develop calm feeling, cooperation concentration, disciplined and self-confidence [18]. Morisson states that practical life is an activity emphasizing on daily motoric activity such as walking, bringing items such as bowl, learning to take care of their selves, and doing other activities [3].

Practical life is a daily activity, in which learning of life skill is taught. In motoric development stage, there I sensorimotor, pre-operational, concrete operational, and formal operational stages. Orienting on the children's needs is the principles in approaching development of soft motoric, learning by playing, creative, active and innovative with conducive environment, and using themes around the children's world. Therefore, the activities for developing soft motoric skill using practical life method to train children's soft motoric by conducting routine training through daily activity to stimulate their sense, language, mathematic, keeping and taking care of environment, knowledge and social ability in Montessori method. Many daily activities such as activities involving soft motoric like orderly taking food using spoon, cleaning up spoon after eating and taking care of themselves and other activities are part of practical life. Therefore, according to Manispa (2013, pg. 44) practical life activity is building independence training for children to perform everything to take care of them to be usually done like putting on clothes by themselves, taking care of environment which is usual in cleaning up toys after playing, mopping floor when it is wet and dirty, and respecting others in social relationship. Life skill covered during learning activity, such as taking care of self-activity, movement control and coordination, as well as life skill are called practical life [8].

2 Method

It was descriptive qualitative study. The data were collected through observation, interview and document. Then they were analyzed using interactive model of Miles and Huberman, involving data reduction, data display and data verification [12]. The

researcher revealed the whole condition happened in order that readers have clear description concerning the performed study so that the researcher described it clearly and in detail the Practical life activity to improve early age school students' independence aged 4-5 years old in KB/TK Islam Bintang Kecil Colomadu and to get in depth data being the focus of the study. A qualitative study is research investigating the phenomenon experienced by the subject of the study in form of words and language, in a natural context [9].

The study was conducted in KB/TK Islam Bintang Kecil Colomadu. The subject of the study was group A teacher, principal, and Subyek penelitian adalah guru kelas kelompok A, and 17 students of KB/TK Islam Bintang Kecil Colomadu [22]. The study used data collection technique of observation, interview, and document. The writer conducted interview directly to the teacher of group A relating to the practical life activity in learning. The writer came and observed directly to collect data and document related to the object of the study to examine the existing information [5]. The data analysis conducted in the study included data reduction, data display and verification concerning to the practical life activity to improve early age school students' independence in KB/TK Islam Bintang Kecil Colomadu [20].

3 Result and Discussion

3.1 Result

The results of the research on Practical Life Activities to Improve Early age school students' Independence includes planning, implementation and evaluation.

3.1.1 Planning Practical Life Activity to Improve Early Age School Students' Independence

The implementation of Practical Life activities in the KB/TK Islam Bintang Kecil was emphasized on daily skills including physical motor skills to meet the need to help oneself.

In implementing practical life activity in KB/TK Islam Bintang Kecil Colomadu it uses Kurikulum 2013 highlighting on the change of new mindset. Learning was done by actively performance in such a place to perform many things to get experience.

Interview the writer performed firstly asked the planning of practical life activity to improve early age school students' independence in KB/TK Islam Bintang Kecil Colomadu. The writer conducted interview to the teacher of group A stating that on Monday, 3 October 2022, planning was prepared to compose weekly lesson plan which would be used to compose daily lesson plan during teaching learning process. The steps of composing daily lesson plan on KB/TK Islam Bintang Kecil Colomadu were:

(I) selecting indicator which was suitable with the weekly lesson plan to include in daily lesson plan and it was added by indicator of development scope indicator. (II) selecting opening activity, main activity, learning activity must be suitable with the lesson plan. (III) selecting activity which was suitable with the chosen activity. (IV) selecting tool or learning source supporting what activity being done. (V) planning learning environment management to learn and play.

For the coming day activity, teacher not only prepared daily lesson plan but also learning source like magazine and video referring to the themes, and preparing material and learning delivered to the students in case of practical life activity.

3.1.2 The Implementation of Practical Life Activity to Improve Early Age School Students' Independence

Based on the study conducted the writer described data collected from planning learning in KB/TK Islam Bintang Kecil Colomadu Karanganyar. The data were revealed in accordance with weekly lesson plan to compose daily lesson plan. Daily activity planning would be delivered consisted of opening, main activity and closing. The time allocation for learning was 08.00-11.00 a.m, every day except Friday.

On the opening activity, teacher prepared students of KB/TK Islam Bintang Kecil Colomadu, in front of school to make raw, then they entered the class. In the classroom, teacher greeted students, prayed, asked their condition and absence checking, as well as engaged students to have chat, clapping hand and singing referring to the theme. After that, teacher entered main activity.

The main activity was started by introducing learning for students by having chat about daily activity (practical life) including motoric physical skill. The practical life activity on aged 4-5 years old on KB/TK Islam Bintang Kecil Colomadu used direct practice. Before performing the activity of pouring water to the glass, students firstly took the media by themselves which was used in practical life activity, which were taking, playing and cleaning up [14]. Pouring water learning into the glass used method of direct practice taught step by step in order that students would be easy in understanding it. After teacher practiced and explained the way to pour water into the glass, students tried it one by one using media of jug and glass, performed by guidance from teacher, while telling that they must be careful to keep the glass and jug fell down. Students started to practice from preparing glass, holding jug on the handle, pouring the water to flow using right hand holding the jug holder, the left-hand holding glass, then directing jug in order that the water entered into the glass. Practical life activity of pouring water into the glass aimed at training the students' focus and independence before drinking water. The media used were jug and glass giving students opportunity to try using things they used daily. Through this method, teacher gave experience by involving students actively in manipulating object to enrich knowledge or experience by performing thing by themselves, they got chance to keep trying when they failed. Through direct practice, students know how to perform something properly. After it has been finished, teacher encouraged students making and cleaning up the toys used and took rest by playing in the classroom.

The closing activity was performed by encouraging students to sing several songs aimed at returning the students' spirit. Then, teacher concluded the lesson. Teacher also encouraged students to have question and answer about the activity have been done to know whether students attended in learning seriously or not. Teacher also gave reward for students for having involved in learning well up to finish. Then, teacher guided students to pray together.

First, the interview was conducted by the writer related to the implementation of practical life activity to improve early age school students in KB/TK Islam Bintang

Kecil Colomadu. The interview was conducted for teacher of group A. the interview showed that practical life activity was conducted every Wednesday. To keep the activity running smoothly, teacher made rule in playing. Students were not permitted to disturb their friends during their activity and they must be patient to stand in line waiting for their turn. The use of media, which were jug and glass, in fact, became proper media to train students' ability to pour water into the glass. It was expected that the students would pour water by themselves at school or at home. Using the media gave students chance to have different feeling, which was better than the toy media.

The researcher also interviewed the headmaster. They stated that practical life learning stimulated students' independence and improved students' motoric physical focus. Practical life activity made students being independent in performing daily activity.

3.1.3 Evaluation of Practical Life Activity to Improve Early Age School Students' Independence

Teacher stated that evaluation was applied in KB/TK Islam Bintang Kecil Colomadu to measure students' development aspect. The aim of practical life activity was to give students chance to get meaningful experience and to perform many things to help students performing daily life skill. The practical life activity in learning was in form of activities involving a range of activity planned to develop students' independence. Practical life activity gave students chance to explore varied learning source and media as well as giving chance for students to get knowledge in deep relating to the daily activity. Practical life learning activity improved students' independence in case of improving aspect of controlling feeling in taking action, being responsible, self-confident, and disciplined. The evaluation technique was at the end of the activity by recalling or having question and answer around the activity performed before.

Teacher stated that evaluation was related to the recording of students' achievement during the activity. It was performed to know how far the development of students' development during their participation in the practical life activity at school. The evaluation was usually performed at the end of the activity or at final part of the time allocation in form of recalling. However, KB/TK Islam Bintang Kecil Colomadu held learning evaluation once a week to know how far the teaching learning success.

The interview the writer performed firstly was asking whether practical life activity improved early age school students' independence. Result of the interview showed that the evaluation done with question and answer session of the material delivered by the teacher and during the teaching learning process using checklist sheet were to know the development of the students' cognitive and interest in learning. Teacher gave star sign for the students' worksheet and reward to students to grow their learning interest.

3.2 Discussion

3.2.1 Planning Practical Life Activity to Improve Early Age School Students' Independence

Learning is a process of interaction between students and learning source in the learning environment. To achieve learning, it needs planning. Planning contains activity and action will be performed during learning process. Planning learning is a process done by

teacher to determine what will be used to achieve learning goal, to determine material going to learn, and tool or media going to use [24]. Things must be prepared during the planning are:

3.2.1.1 Learning Material

Learning material contains fact, concept, principle, and procedure and written in form of items referring to the competence achievement indicator [3].

3.2.1.2 Learning Method

Learning method is used by educator to realize learning situation and process to deliver material in order that the learners achieve basic competence or a set of indicators determined. The selection of learning method is suitable with the situation and condition of students and characteristics of the indicator and competences going to achieve in every subject [1].

3.2.1.3 Learning Activity

In arranging learning, teacher must pay attention on the different among learners, support their active participation, develop reading and writing culture, give feedback and follow up, relate and integrate, implement information and communication technology [2].

3.2.1.4 Evaluation

Evaluation or assessment, procedure and instrument on the learning process and result must be appropriate with the competence achievement indicator on the assessment standard and to measure the achievement and development of learning result [7].

3.2.2 The Implementation of Practical Life Activity to Improve Early Age School Students' Independence

The implementation of learning activity is the interaction process between students and learning source in a learning environment, which is begun by introduction or opening in a learning meeting aimed to motivate students to focus and take part on the learning process. Then, the main activity is done systematically and systemically through the process of exploration and confirmation and ended by closing activity to close the learning activity in form of drawing conclusion, assessment, and reflection.

3.2.3 Evaluation of Practical Life Activities to Increase the Independence of Early Childhood

Evaluation is performed by teacher by asking the content of the material has been learned and students are asked to come to the front line retelling the activity they have done. Teacher gives resume of the activity has been done together in form of question and answer session. Students who is able to answer the question correctly will get reward as compliments, thumb, and star. Reward is given as feedback toward what have been done by students at school, so that they are motivated in doing activity and attract students to answer the questions [4]. Evaluation of practical life activity to improve early age school students' independence by question and answer session or recalling is conducted at the

end of learning process. It functions to know students' understanding and reminder of the learning process of the day (Fig. 1).



Practice of Pouring Water into the Glass

3.2.4 Factors Supporting and Inhibiting the Activity

The supporting factors in practical life activity to improve early age school students' independence are: (a) the full support from the foundation. The first supporting factor is that the school supports the program of the foundation by giving additional material about the activity. (b) tool and media; the facility in form of learning tool and media support the activity. (c) the participation of the stakeholder; teacher and headmaster participation, enthusiasm in the cooperation, teachers' creativity and patient in educating independence support the activity.

The inhibiting factor of the practical life activity to improve early age school students' independence are: (a) Human resource: lack of human resource due to difficulty in recruiting teacher having potentials going to develop and having willingness to study. (b) students' condition; students' emotion which easily changes or mood swing. It is effect from home which is not good making students bored and uninterested, unwilling to perform the activity and obey the class rule.

4 Conclusion

Based on the study conducted on group A students of KB/TK Islam Bitang Kecil Colomadu relating to the high students' independence due to the influence of practical life activity. It gave students chance to get meaningful experience and to do many things assisting students to perform daily life skill. It was seen from students of group A in KB/TK Islam Bintang Kecil Colomadu, they had high self-confident, being responsible, disciplined, sociable, willing to share something could control their emotion and life skill.

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