



# Learning of Science Playing as Effort to Grow Students' Learning Interest in TK Pertiwi Blanceran

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**Abstract.** Purpose: to know teacher's effort in growing students' learning interest. Teaching learning process is core business in education. In involves students having no interest in improving their learning quality. Ultimately, the students' result or achievement is still low and can increase difficulty and inhibitor in learning. The most coming problem is the lack of learning interest in the classroom. Method: it is descriptive qualitative study, in which the data were collected by interview and field analysis by observation and document analyzed descriptively to describe the fact on the field. Result: through observation it showed the satisfying result. Students' learning interest improves although in various level. By using learning method of science playing in growing students' learning interest, it is used because of its uniqueness and interest so that students wanted to see and observe the experiment. Besides, students were more enthusiastic in joining learning because teacher showed directly how teaching learning process of science playing had role in growing students' learning interest and in giving chance for students to practice and demonstrate what they have gotten after learning by science playing in front of their friends. Using method applied above, it was expected that students would remind this learning and more enthusiastic in learning.

**Keywords:** Early childhood · Science Learning · Learning interest

## 1 Introduction

One effort to facilitate students in optimizing their growth period is through education and learning planned based on their age stage. It needs teacher, parent, and adult involvement having important role in optimizing their growth, development, to increase students' potentials. Early age education is the basic education or an effort to guide children from their delivery to six years old [1]. Early childhood is defined as giving stimulus for children aged from 0 to 6 years old to help their development aspect and to prepare them in studying on the future education [2]. This period is significant to stimulate the development by giving education service [3]. Early age education principally aimed at developing potentials owned by children, both physically and mentally

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including six aspects of development like religious and moral value, cognitive, motoric physic, language, social emotional, and art in order that children have been ready to enter elementary school [4]. Education goal in learning process gives basic concept optimally to show their curiosity and activity through real experience [5]. Of educational point of view, early childhood is golden chance to learn, so that it is called golden age. In this period, brain has active role from 25% to 80%. Besides, children in this period are very sensitive and easy to learn something. It can be seen from the children's critical questions of something due to their higher curiosity [6].

The way of students' learning can be optimized by knowing their characteristics, such as by seeing their traits, interest, capability, ability and background which is different. Children tend to see and understand something from their own perspective and interest or egocentrically. Children express their behavior spontaneously, happily, and rich of fantasy, easy to frustrated, lack of consideration in their way of thinking, have short and intense attention, and learn from experience, have higher interest of friends, explorative and adventure soul, have strong curiosity, and like to have activity [7]. Based on the elaboration, learning process for children will be more optimal when they are involved actively in learning process. They will enjoy the activity so they can do many things. In the concept of active learning, teacher is able to create good interaction, force their learning interest, and create happy feeling in children. Early childhood learning, from several principles, requires that children must have maturity in age, mental, and emotional covered in form of game and playing, and involves children [1]. Compared to adult, learning and playing have same score because playing is such a main and important activity for children. Playing is media to change potentials owned by children to be many kinds of competences and skills in their life. They will get experience directly through stimulation of playing which can optimize their development. It becomes problem solving in their future life.

Meaningful knowledge for children cannot be separated from playing activity presented by teachers' creativity and skills in using media, strategy, and process of transferring knowledge properly and interesting, suitable with learning objective itself. Therefore, students are interest and pay attention on what teacher delivers during learning. As stated by Dewi (2017) [8] that early childhood in their learning requires mediator to deliver message or specific information called learning media. By using media, children will be able to turn over their attention to prevent boredom. Learning media helps to increase their concentration in an activity in longer duration compared to activity without learning media. There so many kinds of learning media recently, in which the role of technology has developed in various aspects including education to improve students' learning interest toward the material being presented. Learning media is needed in teaching early childhood as stimulus in developing their ability to attract their interest and make them easy in learning real thing due to their abstract mindset. Using learning media functions to attract students' learning interest to focus on teacher's explanation in the classroom.

Learning delivered must be suitable with the children's developmental phase implemented in funny playing situation. The issues of early childhood education in 21st century are: (1) children's development is based on their social cultural background and global throughout this time and place; (2) children as meaning maker and active learners;

(3) learning in the context of family, group and community context; (4). Representing world; (5) role of understanding, identity, race and gender; (6) to understand knowledge and technology; (7) implication of neuroscience [9]. Referring to the issues, one of stimulation given in early childhood education is science education. Science is systematic knowledge about environment around human perceived by observation and research [10]. Stating science introduction on early childhood does not mean to learn science but to grow critical, curiosity, carefulness, exploration to search answer and think regularly through fun experimental activities.

Pratiwi N states that learning science is learning focusing on direct interaction process to any things around children. Children use their thinking ability to fulfill their curiosity. Therefore, in science activity, there are thinking skill developed by children, namely children's ability to observe, to compare, to group, to measure, and to express what they have learned [11]. [12] states that learning science for early childhood has objectives, namely (1) in order that children have ability to solve problem through science, (2) in order to have scientific attitudes, (3) in order that children get knowledge and scientific information, (4) in order that children are more interest and motivated in studying science around their environment. Growing scientific attitude in learning is not so complicated because science for early childhood comes from simple environment [13]. For example when children try to understand their environment, it can be said as scientific process. In other word, the scientific learning process does not make it unfacilitated well. The implication is how learning or method in educational process can optimize development or skill in children's life.

In planning learning, it requires active, inovative, cretive, and fun strategy. It, therefore, is expected to grow and develop children's potentials to optimize their learning achievement [14]. Active and fun learning means that learning has been suitable with the characteristic of early childhood and build their learning interest. According to Nasution et.al., (2020) [15] concept of interest interrelates to discuss aspect to complete but is different, so interest is divided into two, namely individual (children) and situational (learning) interest. Individual interest relates to the improvement of knowledge, positive emotion and value. Learning interest relates to interesting effect like environmental factor in learning situation or stimulus emerging interest in learning situation. Learning interest is temporary ang short lasting but learning interest is fundamental aspect to emerge individual interest (children) [16]. Children having learning interest usually pay bigger attention to the attractive object. This learning interest, therefore, has big influence on early childhood. The more students have learning interest, the more attention they pay on their learning material, so the knowledge is not turn away but has meaning on children, which is expected to be uderstood and applied in daily life.

Playing activity is such activity center of all activity done by children in their environment. Playing has much thing the children can learn without any load. Playing is defined as means to educate children. Many games help to stimulate children's development due to playing involves various aspects in early childhood. Playing is meant as fun activity giving big advantage for children's development. Kurnia (2012) [17] explains in her research that playing is such fun and spontaneous activity so that it gives safe feeling psychologically for children. Playing for children is highly important so that science learning for early childhood is best using playing method, it is called science

playing. By scientific characteristic as systematic knowledge about nature, is mixed to early childhood learning activity must be fun resulting deeper understanding related to science playing. The chosen method to grow children's science is a method motivating students to have interest, motivation, curiosity, and developing imagination. To develop science on children it needs method to motivate them searching and finding the answer, composing question helping them solve problem, rethinking, rebuilding and finding new relationship.

Kindergarten is a form of educational institution of early childhood formally holding educational program for 4–6 years old children. The importance of kindergarten is to develop their potential, interest, skill and competence as fundamental aspect to continue their future education. Based on this argument, one purpose of kindergarten education is to help students develop their interest. Interest is part of psychological aspect. Every individual tends fundamentally to have relationship to everything to their environment. School environment is a site where teacher and students have interaction to transfer knowledge and to develop students' potentials [18]. Factors of school environment influencing cognitive aspect of children are curriculum, used method, learning media, and playing activity. The whole activities are performed by teacher. If things performed by teacher are interesting on them, students possibly have interest on them. To increase children's learning interest, teachers' role is required to improve learning program at early age school by implementing various strategies. One of them is using science playing method and approach of learning by playing as principles of kindergarten, which is playing to learning and learning by playing. It is the most effective way because by using science playing method, children may develop their creativity and it increases their learning interest. Through this method, it is expected that learning process will be interesting and fun so that students feel comfortable, not bored, and focus on learning and grow learning interest.

Learning process in kindergarten of TK Pertiwi Blanceran, based on the researcher's observation, showed that teacher still use improper strategy and manage learning unvaried, there was no media in learning, which eventually influence students' learning interest. There were still many students who did not focus on science learning delivered by their teachers. Lack of students' knowledge in science learning concept is due to teacher using lecturing method and giving assignment in Students' worksheet of magazine. Indicators showing students' learning interest are joyful feeling, students' interest, students' attention and involvement in learning. Students having high interest can be observed from their interest on the material teacher presented, enough attention, their active involvement in learning. Otherwise, students having lower learning interest can be observed that they do not like learning, uninterested in joining class, their attention is not focused, and passive in learning. To develop students' learning interest, the writer implements an action in form of science playing planned well to be interested for children referring to their basic material going to teach. Science playing in teaching learning process has highly important role in learning process either individually or in group. Science playing method is such a media enjoyed by students having interested to have experiment by doing several trials to motivate them to be creative and initiative to develop students' learning interest.

## 2 Method

It was descriptive qualitative study to describe entirely phenomenon happened so that readers have clear understanding of the study conducted. The researcher described clearly and in detail science playing learning to develop learning interest of 5–6 years old children in TK Pertiwi Blanceran and to get in depth data concerning the research question. Sugiyono (2014:2) [19] states that qualitative study is a study to examine phenomenon of what has been experienced by research subject holistically in form of words and language in natural context by using every natural approach. The technique of the study was descriptive qualitative. A qualitative study is used to examine natural object using key instrument. The data collection techniques are triangulation (mixed) and inductive data analysis. Qualitative study emphasizes more on meaning than generalization.

The study was conducted in TK Pertiwi Blanceran. The reason was the conducive environment and the researcher has known the school well. The subject of the study was students of Group B. The data collection techniques were observation, interview and document. The instrument of data collections were observation, interview and document instruments.

## 3 Result and Discussion

### 3.1 Result

#### 3.1.1 Planning Learning Science Playing as Effort to Improve Students' Learning Interest

The implementation of science learning in Tk Pertiwi Blanceran emphasized more on playing method, then it needs training of science skill to make students possibly to explore many activities either using thing or life creature around them. Students would find signs and phenomena happened in the environment. The implementation of science learning also includes training for using their five senses, students would see, touch, smell, feel and listen. In implementing science learning, Tk Pertiwi Blanceran used curriculum 2013 requiring change in mindset. Learning is done by active action in place where students perform many things to get experiences through scientific process. Scientific learning in early childhood caused learning be more important than product resulted. Interview the writer conducted firstly asking the planning of learning science by playing as effort to develop students' learning interest in Tk Pertiwi Blanceran. The writer conducted interview to the teacher stating that on Tuesday, 4 October 2022, planning prepared weekly lesson plan used to write daily lesson plan in learning process. The steps of writing daily lesson plan in Tk Pertiwi Blanceran are: (1) selecting suitable indicators in weekly lesson plan to adapt in daily lesson plan, writing indicators reveals development scope, (2) selecting opening activity, main activity and learning activity in which the class is divided into groups, as planned, (4) selecting suitable method with the selected activity, (5) selecting tool and learning source supporting learning activity, (6) selecting tool and source to evaluation, (7) planning environment setting to use in learning and playing. For activity going to perform the next day, teacher prepared daily lesson plan and learning source in form of pictured magazine and video based on the theme. She

also prepared material and learning going to teach which is science learning based on the theme.

### **3.1.2 The Implementation of Science Playing Learning as Effort to Develop Students' Learning Interest**

Based on the research conducted, it revealed discussion referring to the data collected from planning the learning process in TK Pertiwi Blanceran Karanganom Klaten. It described the weekly lesson plan composed firstly by the teacher. The weekly lesson plan was composed by teacher and broken down to compose daily lesson plan. The daily lesson plan consisted of opening, main activity, break time, and closing. The time allocation was from 07.30–10.30 a.m every day, except Friday and Saturday. Opening session was done by preparing students of Tk Pertiwi Blanceran on the school yard to make line entering the class. Teacher greeted students, prayed, and checked students' attendance. Teacher encouraged students to have chatting and singing based on the theme as well as clapping their hands. Teacher then analyzed students' good emotion and introduced main activity in learning. The main activity was started by introducing theme by having chat concerning science learning in developing cognitive aspect. Learning by playing on students aged 5–6 y.o in Tk Pertiwi Blanceran was delivered by using demonstration method. When teacher demonstrated the bowl poured by water and then added pepper into the bowl. Next, she added one drop of soap. The pepper powder moved around keeping apart from the soap. Then teacher asked students to conduct the trial in front of class. It interested students to try the activity. Then, teacher explained the phenomenon demonstrated viewed from scientific. Although the media used was simple but made learning activity meaningful for students. Students understood the concept of science by playing. Finally, teacher encouraged students to make and clean up the tool used in learning. After that, they took a rest in break time. They played outside the class and ate snack. The closing activity was done by encouraging students to sing several songs to recharge their spirit. Teacher explained the conclusion of the material learned. She also had question and answer session about the activity they have done to see their understanding of the material learned. She also gave reward for those who did their assignment well. Teacher led praying together. Interview the writer done was asking the implementation of science learning through playing as effort to develop students' learning interest for age 5–6 years old in Tk Pertiwi Blanceran. The interview done showed that the implementation of learning science by playing was conducted every Thursday. To ensure the learning performed without obstacles, teacher arranged play rule such as students must not take the tool and toys in crowded, students must not disturb other friend during science learning and provide interesting media /material to attract students' interest and guided them to solve problem referring to their development stages and growing ideas to conduct trials using natural thing as well as learning to manage feeling, sensitivity, intuition, and imagination. The writer also conducted interview to the headmaster, who stated that learning science through playing stimulated students to improve their curiosity, interest and problem solving to develop thought and action like thinking and relating concept and natural phenomena around them. The material used was based on the existing curriculum and emphasized students' knowledge in science to increase students' curiosity.



**Fig. 1.** Illustration of playing science Pepper Added by Soap

### **3.1.3 Evaluation of Learning Science Through Playing as Effort to Improve Students' Learning Interest**

Teacher stated that evaluation process was implemented in TK Pertiwi Blanceran to measure students' development aspects. The purpose of implementing science playing was to develop students' competence about scientific concept and to implement scientific attitude since their early age. School expected that science playing learning emerged chances for students to explore their knowledge wider. The evaluation was conducted at the end of the learning process by question and answer session or recalling the materials the students have learned. The teacher also stated that evaluation related to recording students' learning achievement during the activity. It was conducted to know how far the students developed their scientific competence during scientific study at school. The evaluation was conducted at the end of session which was done by recalling. However, this school had evaluation once a week to know how far the teaching learning process succeed. Interview the writer conducted was asking science playing learning as effort to develop students' learning interest. Result of the interview stated by teacher was that evaluation was conducted by question and answer session about the material has been delivered by the teacher during learning process. Teacher used checklist sheet to know the students' cognitive development and learning interest. Teacher also gave star sign on students' work and reward to them aimed at developing their learning interest. Illustration of the learning steps can be seen on the following Fig. 1.

### **3.2 Discussion**

Based on the study conducted by the writer, it is elaborated the discussion of the data analysis. In planning learning, teacher firstly prepares daily lesson plan preceding the learning activity. The daily lesson plan is completed based on the weekly lesson plan which has been completed by teacher. Teacher chooses material of science learning based on the theme. Media used in science learning is media which is available at school, then it is adapted to the activity based on the theme. In kindergarten, there are learning strategies. They are a plan to describe the detail and creation of environment guiding children to have interaction in learning. To implement best teaching learning process, it needs suitable learning strategy given to children to ensure that learning run well. In science learning by playing in TK Pertiwi Blanceran teacher uses demonstration strategy integrated with chatting. Using this demonstration method makes students have better

concentration during learning. Planning a learning is very important in PAUD because it is possible to give children chance to get progress in their learning development. Some planning which must be prepared are: 1) learning material going to teach must be suitable with the learning objectives and theme determined. 2) learning activity must identifying what is going to learn and how children learn it. 3) learning media are needed to support the success in trial activity. Choosing media, tools, and material must be adapted to the children's needs and focused on things around them. It is relevant to (Arsyad, 2015) [20] that sing media in learning will improve learning effectiveness. Using media in teaching learning process emerges curiosity and learning interest. It is suitable with the observation performed by the writer, in which the trial conducted, the tool used were simple and easy to find. 4) evaluation is a means to measure the success of the implementation, progress and development of students' cognitive and problem related to learning achievement. Evaluation was conducted by the teacher was by asking them material has been learned and students were instructed to come to the front of class to retell the activity they have done. Teacher reviewed the activity has been done in form or question and answer session. For students who could answer the question correctly, they would get reward such as compliments, thumb, and star. Reward attracted students to compete in answering the questions given by teacher. Reward is an educational tool which was easy to give and fun in educational process to improve students' motivation and academic achievement (Pettasolong, 2017 [21]).

Based on observation data above, learning science through playing as effort to grow students' learning interest in TK Pertiwi Blanceran was very satisfying although in various level. The data showed that most students have been able to perform the whole activity in learning so that the teacher's role to give remedial in learning be more interesting. It needs to increase more. The initial condition learning aimed at developing students' learning interest. Students' learning interest in TK Pertiwi.

Blanceran was preceding less optimal. The less introduction of learning media for students of TK Pertiwi Blanceran, teacher did not understand the way to deliver simple learning media in science learning. The material in TK Pertiwi Blanceran related was used to develop students' learning interest only conducted by drawing and coloring. Teacher rarely used other material except coloring so that it made students bored and have no willingness to explore the environment. Sardiman (in Abidin, 2015: 6) [22], argues that teacher's roles in learning are: 1) teacher as facilitator gave facility and easiness in teaching learning activity effectively. 2) teacher as source of information functioned as implementer of teaching techniques and information source for students in academic activity. 3) teacher as organizer functioned as manager of academic activity, syllabus, and learning schedule. 4) teacher as mediator functioned as mediator to give solution in students' discussion activity. 5) teacher as motivator, improved and gave support to develop students' activity and creativity. 6) teacher as initiator functioned to create creative ideas in learning process imitated by students. 7) teacher has duty as transmitter spreading educational wisdom and knowledge. 8) teacher as evaluator has role to assess students in academic scope and social behavior as success creator in learning activity.



## 4 Conclusion

Science is a systematic knowledge arranged regularly, universal and form of data collection of the observation and experiment result. However, science learning implemented on early childhood is still simple and in form of introduction. Based on the result of the study it can be concluded that learning by playing science is such effective method to grow early childhood learning interest. Result of learning by playing science showed that children's learning interest improves although in various level. By learning by playing, students improves their learning interest in TK Pertiwi Blanceran.

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